

California Association of Health and Education Linked Professions,
Joint Powers Authority (CAHELP, JPA)
DESERT MOUNTAIN CHARTER SELPA STEERING and FINANCE COMMITTEE MEETING
June 15, 2023 – 1:00 p.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

AGENDA

TELECONFERENCE LOCATIONS

Aveson Global Leadership Academy – 575 West Altadena Dr, Altadena CA 91001
Aveson School of Leaders – 1919 Pinecrest Dr, Altadena CA 91001
Ballington Academy for the Arts and Sciences – 3530 Camino Del Rio North, Suite 300, San Diego CA 92108
Elite Academic Academy – Lucerne, 43414 Business Park Dr, Temecula CA 92590
Julia Lee Performing Arts Academy – 19740 Grand Ave, Lake Elsinore CA 92584
Leonardo Da Vinci Health Sciences Charter School – 229 E Naples St, Chula Vista, CA 91911
Virtual Preparatory Academy, Lucerne – 2920 Burgener Blvd, San Diego, CA 92110

1.0 CALL TO ORDER

2.0 ROLL CALL

3.0 PUBLIC PARTICIPATION

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

4.0 ADOPTION OF THE AGENDA

4.1 **BE IT RESOLVED** that the June 15, 2023 Desert Mountain Charter SELPA Steering and Finance Committee Meeting Agenda be approved as presented.

5.0 CONSENT ITEMS

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

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

5.1.1 Approve the May 18, 2023 Desert Mountain Charter SELPA Steering and Finance Committee Meeting Minutes.

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6.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

6.1 Legislative Update

Pam Bender will present a legislative update.

6.2 Update to 2023-24 Desert Mountain Charter SELPA Steering and Finance Committee Meetings

Pam Bender will provide an update to the 2023-24 Desert Mountain Charter Steering and Finance Committee Meetings.

6.3 Desert Mountain Children’s Center Client Services Reports and Update

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

6.4 Professional Learning Summary and Update

Renee Garcia will present the Desert Mountain Charter SELPA’s Professional Learning Summary.

6.5 Resolution Support Services Summary and Update

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

6.6 Compliance Update

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

6.7 Prevention and Intervention Update

Deborah Sarkesian will present the Prevention and Intervention update.

7.0 FINANCE COMMITTEE REPORTS

7.1 Learning Recovery Support, Dispute Prevention and Resolution Funding Updates

Marina Gallegos will provide Learning Recovery Support, Dispute Prevention and Resolution Funding Updates.

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7.2 Federal Grant Funding Update

Marina Gallegos will present the Federal Grant Funding Update.

8.0 INFORMATION ITEMS

8.1 Monthly Occupational & Physical Therapy Services Reports

8.2 Upcoming Professional Learning Opportunities

9.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS

10.0 CEO COMMENTS

11.0 MATTERS BROUGHT BY THE PUBLIC

This is the time during the agenda when the Desert Mountain Charter SELPA Steering and Finance Committee is again prepared to receive the comments of the public regarding items on this agenda or any school related special education issue. Speakers are requested to give their name and limit their remarks to five minutes.

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

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

12.0 ADJOURNMENT

The next regular meeting of the Desert Mountain Charter SELPA Steering Committee will be held on Thursday, August 17, 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.

DESERT MOUNTAIN CHARTER SELPA STEERING and FINANCE COMMITTEE MEETING

May 18, 2023 – 1:00 p.m.

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DESERT MOUNTAIN CHARTER SELPA MEMBERS PRESENT:

Allegiance STEAM Academy – Jacque Williams, ASA Charter Schools – Kari Ramos, Aveson Global & School of Leaders – Kelly Jung, Elite Academic Academy – Jen Edick, Susana Waisman, Adam Woodard all via Web Ex, Encore Jr/Sr High – Tanya Herchelroath, Julia Lee Performing Arts Academy – Hannah Morales via Web Ex, Leonardo da Vinci Health Sciences Charter – Anne Laird via Web Ex, Pathways to College – James Connell, Taylion High Desert – Karen Ware, and Virtual Prep-Lucerne – Malia Lovell, Stephanie Van Epps.

CAHELP, DMSELPA, & DMCC STAFF PRESENT:

Jamie Adkins, Daniel Anchondo, Sam Barker, Pam Bender, Ivan Campos, Heidi Chavez, Danielle Cote, Peggy Dunn, Colette Garland, Linda Llamas, Isaac Medina, Angela Mgbeke, Sheila Parisian, Kathleen Peters, Karina Quezada, Linda Rodriguez, Veronica Rousseau, Deborah Sarkesian, Adrienne Shepherd-Myles, and Jessica Soto.

1.0 CALL TO ORDER

The regular meeting of the California Association of Health and Education Linked Professions, Joint Powers Authority (CAHELP, JPA) Desert Mountain Charter SELPA Steering and Finance Committee Meeting was called to order by Chairperson Pam Bender at 1:06 p.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 Karen Ware, seconded by Malia Lovell, to approve the May 18, 2023 Desert Mountain Charter SELPA Steering and Finance Committee Meeting Agenda as presented. The motion carried on the following vote 10:0:0 Ayes: Connell, Herchelroath, Jung, Laird, Lovell, Morales, Ramos, Waisman, Ware, and Williams, Nays: None, Abstentions: None.

5.0 CONSENT ITEMS

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

5.1 **BE IT RESOLVED** that a motion was made by James Connell, seconded by Malia Lovell, to approve the following Consent Item be approved as presented. The motion carried on the

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following vote 10:0:0 Ayes: Connell, Herchelroath, Jung, Laird, Lovell, Morales, Ramos, Waisman, Ware, and Williams, Nays: None, Abstentions: None.

5.1.1 Approve the April 20, 2023 Desert Mountain Charter SELPA Steering and Finance Committee Meeting Minutes.

6.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

6.1 Legislative Update

Pam Bender provided a legislative update, highlighting some of the bills that are currently active.

- AB 1340 (Garcia) School Accountability: pupils with exceptional needs - post statewide data based on disability on CDE website is moving forward,
- SB 323 (Portantino) Pupils with exceptional needs: IEPs: emergency safety procedures-include in the IEP accommodations needed to support comprehensive school safety plan is moving forward,
- SB 445 (Portantino) IEP Translations: requires translation of the IEP, assessments and progress reports used to determine IEP into the native language of the parent, or communication type; within 30 days of the meeting; top eight languages; amendments have been submitted so it could change,
- AB 611 (Weber) Nonpublic School (NPS) Certification: requires the LEA to notify parents within 14 days of a change in certification status. Pam said DMSELPA notifies LEAs of these changes but not parents,
- AB 723 (Quirk-Silva) Foster Youth: NPS: School of Origin- makes an NPS the school of origin for foster students,
- AB 381 (Blanca Rubio) Teacher Credentialing: OT/PT: allows OT/PT as a services credential in health. California School Employees Association (CSEA) is opposed to the bill,
- AB 438 (Rubio) Pupils with exceptional needs: IEPs: postsecondary goals and transition services - change age to 14,
- SB 483 (Cortese) Pupil Rights: Prone Restraint: eliminates all prone restraint within the school system,

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- AB 1466 (Weber) Pupil Discipline: Restraint and Seclusion: requires restraint and seclusion data to be posted on the LEA website and submitted to CDE,
- SB 691 (Portantino) Dyslexia Risk Screening: by June 2024, School Board of Education (SBE) provides list of screening instruments so that in 2024-25, all K-2nd graders are screened for dyslexia within first 90 days of school, new students screened within 30 days of enrollment. Within 45 days of screening, administration must notify parents of results and provide resources. LEAs are to provide evidence-based literacy instruction, progress monitoring, and interventions within general education programs. There are two agencies opposing the bill but 49 others that are supporting it,
- SB 88 (Skinner) Pupil Transportation: Driver Qualifications: drivers who operate a vehicle with a maximum of 10 students must undergo a criminal background check, fingerprinting, and mandated reporter. They must also test for tuberculosis, drugs, and alcohol testing, as well as training and classes,
- AB 447 (Arambula) Public postsecondary education: Students with Disabilities: inclusive college pilot programs: requires Cal State and University of California systems to create college pilot inclusive program for students with intellectual disabilities (ID) and developmental disabilities (DD),
- AB 248 (Mathis) Individuals with intellectual or developmental disabilities: removes obsolete terminology including “mentally retarded persons” “mentally retarded children” “retardation.

6.2 Risk Pool Contributions and Obligations to Desert Mountain Charter SELPA (DMCS)

Pam Bender reviewed the member Risk Pool Contributions and the member obligations to DMCS. Pam explained charter members can be in different levels of the risk pool but currently all are in level 1. This means 5% of the LEA funding is contributed to the risk pool. Other aspects are attendance at Steering Committee meetings and DMCS Executive Council meetings. Pam said there have been issues with having quorum this fiscal year at the Executive Council meetings with today being the first of the four meetings where there was quorum. She shared she will be meeting with the CEOs regarding their obligations to DMCS and providing information regarding risk pool standings. Pam continued that costs for due process are rising and there are more parents filing high-cost claims along with higher attorney costs.

6.3 2023-24 Desert Mountain Charter SELPA Steering and Finance Committee Schedule of Meetings

Pam Bender presented the 2023-24 Desert Mountain Charter Steering and Finance Committee Schedule of Meetings for feedback. After discussion among the attendees, the majority agreed that meeting at 9:00am for 2023-24. Pam confirmed teleconference will continue to be offered in

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2023-24 in accordance with Brown Act. Pam will contact DMCS Executive Council to see if they are willing to meet at 10:30am.

6.4 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 asked to be notified of contact changes and student changes so the reports can be updated. Linda then presented a research article on Mental Health Awareness and said it can be shared with staff or parents.

6.5 Professional Learning Summary and Update

Heidi Chavez presented the Desert Mountain Charter SELPA's Professional Learning Summary. She shared she and the program specialists are continuing to meet with directors of special education for next year's planning. Heidi asked committee members who have not completed the 2023-24 Directors' Training Survey to take a few moments to do so. It will be emailed to the committee members again for convenient access.

6.6 Resolution Support Services Summary and Update

Kathleen Peters presented the Desert Mountain Charter SELPA's Resolution Support Services Summary and update. She said the current pattern is attorneys are asking for high dollar services that students do not qualify for to be written in IEPs. Kathleen said if that happens, the costs can hurt other districts if the student moves.

Kathleen shared that she attended a training recently facilitated by an attorney group. They discussed how to get ahead of due process during this time of staff shortages. Kathleen said it was suggested a Prior Written Notice to report the LEA is short staffed and what the plan is for making up services missed. Kathleen reported that some verbiage is being reviewed by an attorney but she will share it with the LEAs once she receives the approval.

6.7 Compliance Update

Peggy Dunn presented an update on compliance items from the California Department of Education (CDE). She reported the last phase of Small School Cyclical Monitoring is Student Records Review which is due June 9, 2023. She continued that IEP Data Collection and Implementation is due June 30, 2023. It was requested that the data be entered in the system by June 28, 2023 so Pam Bender can review and certify the information by June 30, 2023. Peggy said there are charter LEAs in targeted Compliance Improvement Monitoring (CIM) having check-ins with CDE FMTAs. The final date for submission is November 30, 2023. Peggy stressed the importance of continuing to get the overdue IEPs completed and up to date.

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Colette Garland reported it is the End of Year (EOY) 4 June Pupil Count. The first certification July 28, 2023 which will open the amendment window for any changes with the final certification being August 25, 2023. Colette reminded the committee of the importance of completing pupil count so the data can be moved in to SEIS. Personnel Data Reports have been mailed, refer to the memo dated April 10, 2023 and are due to Colette on May 19, 2023. Colette continued that the Year End Users Meeting was held on May 5, 2023 with good conversation on the administrative side of how SEIS will look. There was an administrative training on April 26, 2023 by SEIS administrative staff that was recorded. Colette again encouraged the LEAs to complete all IEPs that are due July 1-August 30, 2023 before June 30, 2023 so the data is transferred to SEIS. Otherwise, the IEP will have to be completed on fillable SEIS forms.

Pam Bender said there are more compliance items now than in her 30 years in special education. She added the program specialist are working hard to support the LEAs during this busy time.

7.0 FINANCE COMMITTEE REPORTS

7.1 Learning Recovery Support, Dispute Prevention and Resolution Funding Updates

Sam Barker provided the Learning Recovery Support, Dispute Prevention and Resolution Funding Updates. Sam reminded the committee members that funds must be encumbered no later than June 30, 2023 and expended by September 30, 2023. The reporting deadline for CASHELP to submit documentation is October 1, 2023.

Pam Bender reminded the committee members that if they have questions on how to spend the funds to contact Heidi Chavez or Kathleen Peters. Marina has spoken to the Chief Business Officers and fiscal consultants of the LEAs about how to use the funds to cover prior year expenses as well as about Maintenance of Effort (MOE). Pam asked for LEA that will not be using their funds to notify Heidi or Kathleen so the funds can be accessed by other charter LEAs.

8.0 INFORMATION ITEMS

8.1 Monthly Occupational & Physical Therapy Services Reports

8.2 Upcoming Professional Learning Opportunities

9.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS

None.

10.0 CEO COMMENTS

Pam Bender said to keep IEP Implementation data accessible at all times of year and not lost with change

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of teachers or staff. The IEP Implementation is to be signed off by the superintendent or CEO then submitted to Pam for approval. Pam shared that when she receives the information, she sees only the number of students in each percentage range and no other data. Because of that, Pam will also be sending an assurance for the CEO or designee to sign and return to her confirming they have reviewed the information.

Pam encouraged the committee members as they handle compliance requirements, end of the year testing, celebrations, and activities. Then Pam read the poem, “Take a Moment to Appreciate All You Mean to the World” by Irina Vasilescu.

11.0 MATTERS BROUGHT BY THE PUBLIC

None.

12.0 ADJOURNMENT

Having no further business to discuss, a motion was made by Malia, seconded by Jacque, to adjourn the meeting at 2:00 pm. The motion carried on the following vote 10:0:0 Ayes: Connell, Herchelroath, Jung, Laird, Lovell, Morales, Ramos, Waisman, Ware, and Williams, Nays: None, Abstentions: None.

The next regular meeting of the Desert Mountain Charter SELPA Steering Committee will be held on Thursday, June 15, 2023, at 1:00 p.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.

Bill Updates and Recommendations- Watch and Engage

- [AB 1340](#) (Garcia) School Accountability: pupils with exceptional needs- post statewide data based on disability on CDE website; *In Senate; language in bill is state-wide only; feedback provided to Senate Ed Committee; considerations for position*
- [SB-323](#) (Portantino) Pupils with exceptional needs: IEPs: emergency safety procedures- include in the IEP accommodations needed to support comprehensive school safety plan; *in Assembly- Held at Desk; input provided to author's office and Assembly Ed Committee; indications that sponsor and author's office are interested in working with us on language, possible agreement not to include in the IEP, and making this a 2 year bill*
- [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 ; *moving to assembly; author refused our recommended amendments; feedback provided to Assembly Ed Committee*
- [AB-611](#) (Weber) Non Public School Certification- requires the LEA to notify the parent within 14 days of a change in certification status; *in Senate Ed Committee; met with author's office and provided feedback; communication with CDE; feedback provided to Senate Ed Committee*

Bill Updates and Recommendations- *WATCH*

- [AB-438](#) (Rubio) Pupils with exceptional needs: IEPs: postsecondary goals and transition services- change age to 14; ***moving to the Senate***
- [AB-723](#) (Quirk-Silva) Foster Youth: NPS: School of Origin- makes an NPS the school of origin; ***Education consultant interest, CAPSES no position; in Senate***
- [SB-483](#) (Cortese) Pupil Rights: Prone Restraint- eliminates prone restraint; ***dead***
- [AB 1466](#) (Weber) Pupil Discipline: Restraint and Seclusion- requires restraint and seclusion data to be posted on the LEA website; ***in Senate***
- [SB 88](#) (Skinner) Pupil Transportation: Driver Qualifications- for drivers who operate a vehicle with a max of 10; criminal background check, fingerprinting, mandated reporter, TB, drug and alcohol testing, training and classes; will impact parents providing transportation on a reimbursement basis; ***in Assembly***

Bill Updates and Recommendations-

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; ***Ordered to the Senate***
Association letter of support submitted
- [AB 248](#) (Mathis) Individuals with intellectual or developmental disabilities: removes obsolete terminology including “mentally retarded persons” “mentally retarded children” “retardation”; ***moving through committees on Senate side***
Association letter of support submitted
- [AB-381](#) (Blanca Rubio) Teacher Credentialing: OT/PT: allows OT/PT as a services credential in health; ***CSEA and SEIU oppose; HELD IN SUSPENSE/DEAD***

Dyslexia Update- May Revision Trailer Bill

SB 691 was held in Suspense- this was intentional as language was added to the May Revision Budget Trailer Bill; two year bill

<https://docs.google.com/document/d/1-ZCWICLk9uIHRdVDrc0EUIC62X421WnX87hbHO7eafg/edit?usp=sharing>

May Revision Budget Trailer Bill

Screening for Reading Difficulties

<https://esd.dof.ca.gov/trailer-bill/public/trailerBill/pdf/909>

beginning on page 132

- By January 31, 2024, state board to appoint an independent panel of experts to create an approved list of evidence-based screeners
- By December 31, 2024, the panel of experts will approve the list of screeners; must include instruments that are developed for non-English speaking pupils in languages reflecting the primary languages of pupils in CA, if instruments are available in those languages; must include appropriate administration and grades; list of areas to consider when approving the screeners
- By June 30, 2025, LEA Board must adopt one or more instruments from the approved list; shall include instruments for non-English speaking pupils as above
- For the 2025-2026 school year and annually thereafter, the LEA must screen pupils in grades K-2 (does not include TK); ***parent may opt out in writing***; when to administer is up to the LEA to determine based on whether pupils have received sufficient instruction in reading for a valid assessment
- New student enrollments after the screening was administered must be screened within 45 days unless parent opts out in writing or LEA/Parent provides documentation that a similar screening was conducted in the same grade in the previous district and parent was made aware of the results
- Shall not be considered an evaluation or diagnostic tool to establish eligibility for special education and related services or a 504 plan, but ***must not delay Child Find***
- ***May be used by an LEA to recommend that a pupil receive further assessment for special education or a 504***
- If a pupil does not speak sufficient English to be screened with an English language instrument, must be screened with an instrument in their primary language if available. If not available, shall be evaluated by analyzing: developmental history, educational history, and literacy progress- taking into account home background and evolving English language abilities. When sufficient English or an instrument in primary language is available, must be screened.
- ***With prior written consent from the parent, students may be exempted if they have a diagnosis or identification of a reading difficulty, disorder, or other disability, eligible for special education or 504, or are being assessed for special education or 504***
- LEAs must provide parent with information about the screening, including dates and instructions on opting out, 15 calendar days prior to the administration; suggested to provide with other back to school information

- Screening results used to flag risk for reading difficulties not a diagnosis of a disability; part of a broad process that evaluates student needs for instruction and targeted interventions
- If at risk, LEA shall provide pupil with supports and services that address the specific challenges identified which could include:
 - Evidence based literacy instruction
 - Progress monitoring
 - Early intervention in the regular education program
 - 1:1 or small group tutoring
 - Further evaluation or diagnostic assessment
- Results may not be used for high stakes purpose




***DESERT MOUNTAIN CHARTER SELPA STEERING AND FINANCE
COMMITTEE SCHEDULE OF MEETINGS 2023-24***

- August 17, 2023
- September 21, 2023
- October 19, 2023
- November 16, 2023
- December 14, 2023
- January 18, 2024
- February 22, 2024
- March 21, 2024
- April 18, 2024
- May 16, 2024
- June 20, 2024

Meetings will be held at 9:00 a.m., at the Desert Mountain Educational Service Center, Apple Valley, CA.



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

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

MEMORANDUM

Date: June 14, 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



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June 1, 2023

**From: Desert Mountain Children's Center (DMCC): Linda Llamas, LMFT;
Linda.Llamas@cahelp.org**

To: Steering Committee Members

Re: Mental Health Trends Report

As we head into June and the varied celebrations for the month, one of the many things observed this month is Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, Asexual, plus (LGBTQIA+) Pride. Pride is the promotion of the self-affirmation, dignity, equality, and increased visibility of gay, bisexual, and transgender people as a social group.¹ Pride is both a jubilant communal celebration of visibility and a personal celebration of self-worth and dignity.² While public support for LGBTQIA+ individuals has increased and there is more understanding and acceptance of the LGBTQIA+ community, unfortunately the last few years have seen a rise in anti-LGBTQIA+ policy proposals throughout many states in the country. This rise in anti-LGBTQIA+ rhetoric leads to disproportionately high rates of socio-emotional distress and mental illness among LGBTQIA+ youth.³

This means that those of us who work with children and youth must be prepared to provide resources, services, and supports to those children and youth who may identify as LGBTQIA+ in a manner that is affirming and non-judgmental. While the mental health needs of LGBTQIA+ youth are diverse and can vary based on individual experiences and identities within the LGBTQIA+ community, there are some common challenges and concerns that many LGBTQIA+ youth may face.

Here are a few key areas to consider:

- Acceptance and Identity
 - LGBTQIA+ youth often go through a process of self-discovery and understanding their sexual orientation, gender identity, and/or gender expression.
 - LGBTQIA+ youth may struggle with acceptance from family, peers, or society, which can lead to feelings of isolation, confusion, and self-doubt.
- Bullying and Discrimination
 - LGBTQIA+ youth are more likely to experience bullying, harassment, and discrimination, both in-person and online.⁴
 - This can have a significant impact on LGBTQIA+ youth mental health, leading to increased levels of anxiety, depression, and low self-esteem.
- Coming Out
 - The process of coming out to family, friends, and the broader community can be challenging and stressful for LGBTQIA+ youth.
 - Fear of rejection, negative reactions, and the potential loss of support networks can contribute to heightened levels of anxiety, depression, and emotional distress.
- Minority Stress
 - LGBTQIA+ individuals often face minority stress, which results from living in a society that stigmatizes and marginalizes non-heterosexual and non-cisgender identities.
 - Constant exposure to prejudice, discrimination, and microaggressions can lead to chronic stress, mental and physical health issues, and a reduced sense of well-being.⁵

- Lack of Support
 - Many LGBTQIA+ youth struggle to find supportive environments, both within their immediate communities and in mental health services.
 - Limited access to affirmative and inclusive care providers who are knowledgeable about LGBTQIA+ issues can create barriers to receiving appropriate support.
- Higher Rates of Mental Health Disorders
 - LGBTQIA+ youth are at a higher risk of developing mental health disorders, including anxiety, depression, disordered eating, self-harm, substance use, and suicidal ideation and attempts.⁶
 - These disparities can be attributed to the unique challenges and stressors LGBTQIA+ youth face due to their sexual orientation or gender identity (SOGI).

Historically much more research has been conducted on understanding sexual orientation than gender identity, therefore we have more information about sexual orientation but as more research is focused on gender identity, we are learning more every day. For example, it is now understood that gender diversity – or identifying with a gender that does not align with sex assigned at birth, and/or having a gender expression that varies from that which is culturally expected for one’s gender or sex assigned at birth – is part of the normal and healthy spectrum of human diversity, it is not pathological, and does not require clinical attention on its own. This progress has helped us understand gender diversity and that gender exists on a continuum rather than in the binary that was believed for a long time. As we learn and understand this more it is important to move away from attempts at making youth feel like they need to change their SOGI since we know these efforts do not work and in fact can be harmful.⁷

It is important for us to educate ourselves and understand this as:⁷

- The proportion of adolescents reporting minority sexual orientation identity nearly doubled, from 7.3% in 2009 to 14.3% in 2017. Research with high school students has found that between 1.1 and 9.2 percent identify as transgender, nonbinary, or another gender identity that differed from their sex assigned at birth.
- LGBTQIA+ youth have an increased likelihood of experiencing child maltreatment, school-based victimization, violence, and homelessness.
- LGBTQIA+ youth are overrepresented in the child welfare and juvenile correctional systems.

Given the significant mental health risks that gender minority youth face when affirming care and supports are not available, affirming care and supports are appropriate and necessary even for LGBTQIA+ youth, even those who may later identify differently in adulthood. The benefits of providing affirming care and supports include reducing the risk of suicide in gender-diverse and transgender youth.

To help promote health and safety among LGBTQIA+ youth, schools can implement the following policies and practices:⁸

- Encourage respect for all students and prohibit bullying, harassment, and violence against all students.
- Identify “safe spaces”, such as counselors’ offices or designated classrooms, where LGBTQIA+ youth can receive support from administrators, teachers, or other school staff.
- Encourage student-led and student-organized school clubs that promote a safe, welcoming, and accepting school environment (e.g., gay-straight alliances or

gender and sexuality alliances, which are school clubs open to youth of all sexual orientations and genders).

- Ensure that health curricula or educational materials include HIV, other STD, and pregnancy prevention information that is relevant to LGBTQIA+ youth (such as ensuring that curricula or materials use language and terminology).
- Provide trainings to school staff on how to create safe and supportive school environments for all students, regardless of sexual orientation or gender identity, and encourage staff to attend these trainings.
- Facilitate access to community-based providers who have experience providing health services, including HIV/STD testing and counseling, social, and psychological services to LGBTQIA+ Youth.

Addressing the mental health needs of LGBTQIA+ youth requires a comprehensive approach that includes promoting acceptance and understanding, providing safe spaces, offering mental health support and resources, and advocating for policies that protect their rights and well-being. Affirming and inclusive mental health services, along with community support, can play a crucial role in fostering resilience and promoting positive mental health outcomes for LGBTQIA+ youth.

REFERENCES:

1. https://en.wikipedia.org/wiki/LGBT_pride
2. <https://www.whitehouse.gov/briefing-room/presidential-actions/2021/06/01/a-proclamation-on-lesbian-gay-bisexual-transgender-and-queer-pride-month-2021/>
3. <https://www.childtrends.org/publications/anti-lgbtq-policy-proposals-can-harm-youth-mental-health>
4. Gower AL, Rider GN, McMorris BJ, Eisenberg ME. Bullying Victimization among LGBTQ Youth: Current and Future Directions. *Curr Sex Health Rep.* 2018 Dec;10(4):246-254. doi: 10.1007/s11930-018-0169-y. Epub 2018 Aug 30. PMID: 31057341; PMCID: PMC6497454.
5. <https://www.apa.org/topics/racism-bias-discrimination/health-disparities-stress>
6. Russell ST, Fish JN. Mental Health in Lesbian, Gay, Bisexual, and Transgender (LGBT) Youth. *Annu Rev Clin Psychol.* 2016;12:465-87. doi: 10.1146/annurev-clinpsy-021815-093153. Epub 2016 Jan 14. PMID: 26772206; PMCID: PMC4887282.
7. Substance Abuse and Mental Health Services Administration (SAMHSA): *Moving Beyond Change Efforts: Evidence and Action to Support and Affirm LGBTQI+ Youth.* SAMHSA Publication No. PEP22-03-12-001. Rockville, MD: Center for Substance Abuse Prevention. Substance Abuse and Mental Health Services Administration, 2023.
8. <https://www.cdc.gov/lgbthealth/youth.htm>

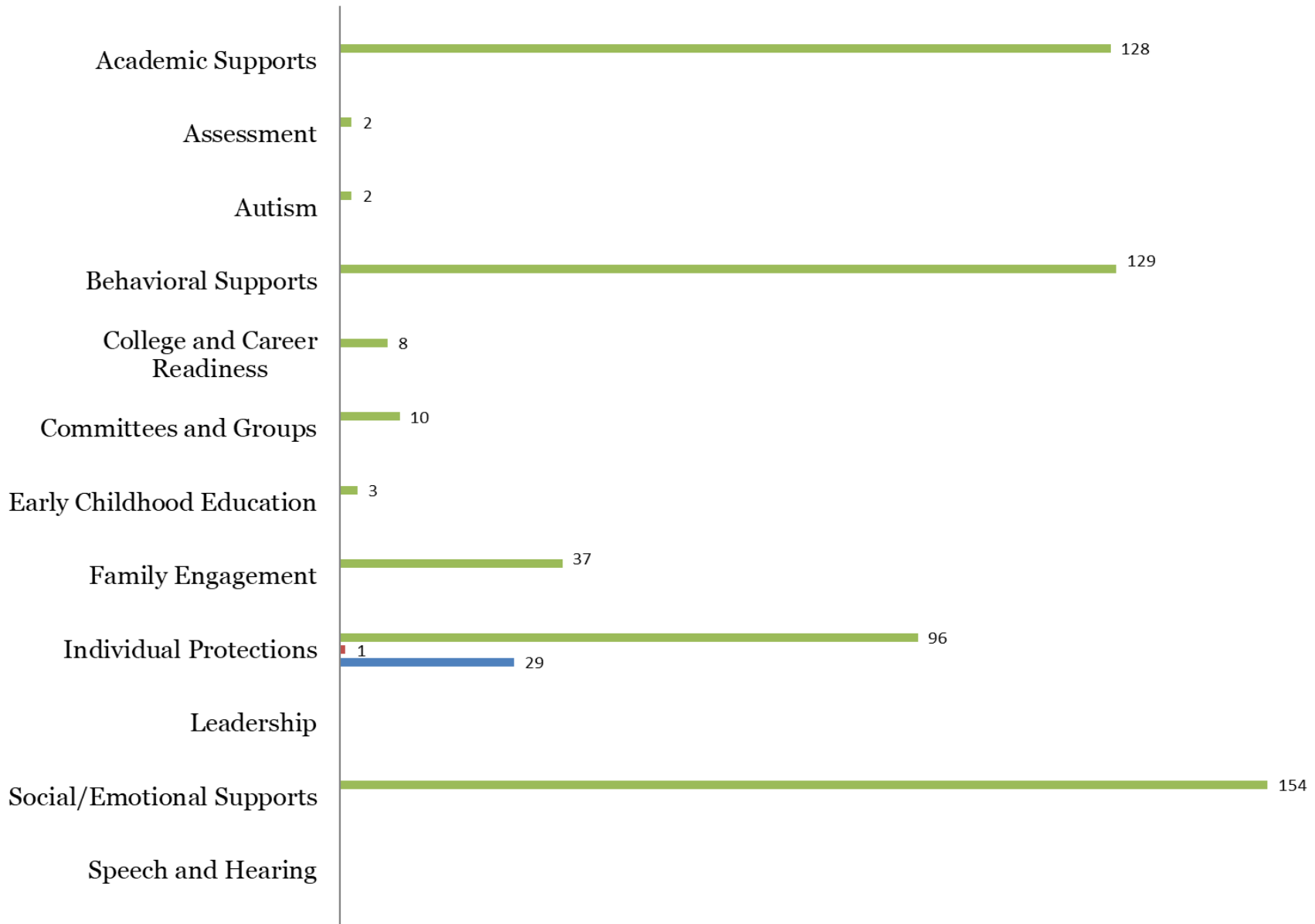
RESOURCES:

- <https://www.nami.org/Your-Journey/Identity-and-Cultural-Dimensions/LGBTQI>
- <https://www.thetrevorproject.org/survey-2022/>
- <https://health.gov/healthypeople/objectives-and-data/browse-objectives/lgbt>
- https://www.cdc.gov/lgbthealth/youth.htm?utm_source=youth.gov&utm_medium=Youth-Topic&utm_campaign=LGBT-Youth
- <https://www.samhsa.gov/behavioral-health-equity>
- <https://youth.gov/youth-topics/lgbtq-youth/health-depression-and-suicide>
- <https://www.aap.org/en/patient-care/mental-health-minute/mental-health-in-lgbtq-youth/>
- <https://www.nea.org/advocating-for-change/new-from-nea/new-survey-data-shows-lgbtq-youth-mental-health-crisis>
- <https://www.mhanational.org/lgbtq/pride?eType=EmailBlastContent&eld=9cb35eb5-5d25-44df-8715-f0c5da5dc575>
- <https://mhanational.org/lgbtq/trans/affirming-loved-ones-gender>
- <https://www.mhanational.org/issues/lgbtq-communities-and-mental-health>
- <https://www.childtrends.org/publications/discriminatory-transgender-health-bills-have-critical-consequences-for-youth>
- <https://www.childtrends.org/publications/anti-lgbtq-policy-proposals-can-harm-youth-mental-health>
- <https://www.childtrends.org/blog/research-shows-the-risk-of-misgendering-transgender-youth>
- <https://www.childtrends.org/blog/policies-that-discriminate-against-lgbtq-students-are-not-aligned-with-child-development-research>
- <https://www.lgbtqcenters.org/>
- <https://imi.guide/>

DMCS PROFESSIONAL LEARNING PARTICIPATION SUMMARY

MAY 2023 PARTICIPANTS - 30
569 YEAR-TO-DATE PARTICIPANTS

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





New Special Education Teacher Support Network

Coordinated By

Linda Rodriguez, Program Specialist

Location

Virtual training, a link will be sent to each participant prior to the training date.

Cost

Free!

Registration

<https://sbcss.k12oms.org/52-235455>

Audience

New special education teachers.

Description

The goal of this support network is to empower new special education teachers with the knowledge and skills needed for a successful start. The network is designed to provide a space for inquiry, application, and learning. Content will be provided through a blended learning model using self-paced modules, group meetings on Zoom, and individual coaching sessions. The time commitment is approximately three hours to complete modules, one hour for monthly Zoom sessions, and short individual coaching sessions as requested. Group sessions will be scheduled on Zoom at 3:00 p.m. and individual support will be scheduled at participant's request. Self-paced modules include Introduction to High-Leverage Practices in Special Education, Classroom Management, From Assessments to Goals, and IEP Meeting Basics.

Schedule

Day 1: August 7, 2023 | 1:00 - 4:30 p.m.

Day 2: September 20, 2023 | 3:00 - 4:00 p.m.

Day 3: October 25, 2023 | 3:00 - 4:00 p.m.

Day 4: November 29, 2023 | 3:00 - 4:00 p.m.

Day 5: January 24, 2024 | 3:00 - 4:00 p.m.

Day 6: February 28, 2024 | 3:00 - 4:00 p.m.

Day 7: March 20, 2024 | 3:00 - 4:00 p.m.

Day 8: April 17, 2024 | 3:00 - 4:00 p.m.

Special Accommodation

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) 955-3573

Email : judith.loera@cahelp.org

Website : www.cahelp.org



Paraeducator Academy Collaborative

Facilitated by

Linda Rodriguez & Danielle Côté

Dates

09/27/23
11/15/23
02/14/24
04/24/24

Time

2:00 - 4:00 p.m.

Cost

Free

Description

This collaborative group, with a complementing on-line asynchronous course, is designed specifically for paraeducators supporting students with disabilities. Foundational skills in the area of academics, behavior, and collaboration, with an emphasis on core competencies, will be the focus. The course content will be self-paced on Canvas with live quarterly sessions. Participants will have the option to receive a certificate at the end of the school year. This certificate of completion for the Paraeducator Academy reflects 24 hours of content area and attendance of the four regional sessions.

Location

Virtual: a link will be sent prior to the training date.

Registration

Please register online at: <https://sbcss.k12oms.org/52-235515>

Special Accommodation

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) 955-3573

Email : judith.loera@cahelp.org

Website : www.cahelp.org



Hola Language Services - Interpreting IEP Meetings (ENG/SPA)

Presented By

Leslie Padilla-Williams, Executive Director

Date

November 29 & 30, 2023

Time

Both days will be from 8:30 a.m. - 3:30 p.m.

Cost

\$200

Location

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

Description

Hola Language Services will provide a two-day (12 hour) Interpreting IEP Meetings (Eng/ Spa) workshop that includes the following topics:

- Getting it right: translation vs interpreting.
- Rights to translation and interpretation of NEN or LEP speaking parents in special education settings.
- Preparing to interpret an IEP meeting (initial, annual, triennial).
- Interpreting the first part of the IEP.
- Professional conduct of IEP interpreters.
- Sight-Translation: What is it? How to do it well!
- Interpreting virtually on Zoom.

Audience

(Eng/Spa) General and special education teachers, special education directors, psychologists, and any educational professional participating in IEP meetings.

Registration

Please register online at:

<https://sbcss.k12oms.org/52-235454>

Special Accommodation

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

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

DISTRICT								CASE ACTIVITY FOR CURRENT YEAR						Filed on Parent
	17/18	18/19	19/20	20/21	21/22	22/23	Total	D/W	Resolution Active Settled	Mediation Active Settled	Hearing			
Allegiance STEAM Acad - Thrive	N/A	0	0	0	0	0	0	0	0	0	0	0	0	
Aveson Global Leadership Acad	5	1.5	0	0	2	2	10.5	0	0	0	0	2	0	1
Aveson School of Leaders	1	1.5	0	0	4	3	9.5	0	0	1	1	1	0	0
Ballington Acad for Arts & Sci	0	2	0	0	0	0	2	0	0	0	0	0	0	0
Desert Trails Prep Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Elite Academic Acad - Lucerne	N/A	0	0	4	0	0	4	0	0	0	0	0	0	0
Encore Junior/Senior High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Julia Lee Performing Arts Acad	N/A	0	0	0	0	0	0	0	0	0	0	0	0	0
LaVerne Elem Preparatory	0	0.5	0	0	0	0	0.5	0	0	0	0	0	0	0
Leonardo da Vinci Health Sci	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Odyssey Charter School (Altadena)	0	0	0	0	2	2	2	0	0	1	0	1	0	0
Odyssey Charter School -South (Pasa)	N/A	0	0	0	0	1	1	0	0	0	1	0	0	0
Pasadena Rosebud Academy	N/A	1	0	0	0	0	1	0	0	0	0	0	0	0
Pathways to College	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Taylion High Desert Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Virtual Prep Academy at Lucerne	N/A	N/A	N/A	0	0	0	0	0	0	0	0	0	0	0
SELPA-WIDE TOTALS	6	6.5	0	4	8	8	30.5	0	0	2	2	4	0	1

Desert Mountain Charter SELPA
Due Process Activity Summary
July 1, 2022 – May 31, 2023

LEA	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed	Private Placement
1. Aveson School of Leaders Case no. 2022070523	Denial of FAPE 1. Comprehensive assessment 2. Failure to develop/implement IEP 3. Parent participation	7/19/2022	7/27/2022	9/1/2022	9/7-8/2/2022 10/4-10/6/2022	Unexpectedly, parent demanded NPS. Moving to mediation. 9/27/22 Judge declined continuance 9/27/22 - Case dismissed by parent CLOSED - Mediation	N/A	N/A	
2. Odyssey Altadena Case no. 2022070179	Child Find 1. Failure to assess prior to May 26, 2022 2. Failure to assess upon parent request 3. Failure to find an IEE in a timely manner	7/7/2022	N/A	8/15/2022 9/19/2022	8/23-25-2022 11/8-10/2022	Resolution waived due to timeline violation. 9/23/22 Case settled CLOSED - Resolution	Psych Ed \$4,500	Academic \$4,500	
3. Aveson School of Leaders Case no. 2022080 Filing on parent	Denial of an IEE Filed to defend assessment	8/24/2022	N/A	N/A	N/A	Case withdrawn CLOSED - Resolution	N/A	N/A	
4. AGLA Case no. 2023020091 Filing against the student	Denial of FAPE: LRE Deny request for private placement.	2/3/2023	N/A	4/12/2023	5/16-18/2023	12/22 - Preparing for filing to defend IEP against private placement 01/23 - Parent visiting classes and schools - filing delayed 2/23 - Filed on parent 5/1/23 - Settlement Permanent disenrollment CLOSED - Mediation		\$28,500 ED Services NPA or NPS	

Desert Mountain Charter SELPA
 Due Process Activity Summary
 July 1, 2022 – May 31, 2023

LEA	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed	Private Placement
5. AGLA Case no. 2023010682	Failure to assess 1. Psycho Ed 2. Academic 3. OT 4. FBA 5. Transition 6. AT 7. ERMHS Denial of FAPE 1. Inaccurate Goals 2. Unreasonable Placement 3. Lack of progress 4. Failure to provide services 5. Failure to provide research based intervention for ADHD	1/25/2023	2/6/2023 Cancelled	4/23/2023 4/24/2023	3/14-16/2023 5/23-25/2023	2/6/23 - Resolution canceled 4/24/23 - Regressive bargaining - demanding \$106,000. Between attorneys down to \$73,000 4/24/23 - Settlement - permanent disenrollment, private school placement, \$73,000 reimbursement CLOSED - Mediation			
6. Odyssey Altadena Case no. 2023040505	Denial of FAPE: 1. Found ineligible for SPED 2. Failure to properly assess	4/13/2023	4/26/2023	5/30/2023	6/6-8/2023	4/26/26 - 504 agreed to a disability, no impact on school performance. Parent insisting inflated success, seeking private 2E placement. Parent attorney no show to resolution			
7. Odyssey South Case no. 2023040550	Denial of FAPE: 1. Failure to properly assess 2. Placement	4/17/2023	4/26/2023 Canceled	6/1/2023 6/23/2023	7/25-27/2023	4/26/26 - Agreed to waive reso Parent seeking NPS placement at Frostig			

Desert Mountain Charter SELPA
 Due Process Activity Summary
 July 1, 2022 – May 31, 2023

LEA	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed	Private Placement
8. Aveson School of Leaders Case no. 2023050195	Denial of FAPE 1. Failure to assess individual needs 2. Lack of Ed Benefit 3. Failure to timely assess in all areas	5/5/2023	5/16/2023	7/6/2023	8/29-31/2023	5/16/23 - Parent seeking private school placement as FAP offer in IEP with additional services of OT, ERMHS, SPL, IEEs and reimbursement			

Desert Mountain Charter SELPA
Legal Expense Summary
As Reported at Steering May 18, 2023

2000-2001	0.00
2001-2002	0.00
2002-2003	0.00
2003-2004	0.00
2004-2005	0.00
2005-2006	0.00
2006-2007	0.00
2007-2008	0.00
2008-2009	0.00
2009-2010	0.00
2010-2011	0.00
2011-2012	0.00
2012-2013	0.00
2013-2014	0.00
2014-2015	0.00
2015-2016	\$7,378.00
2016-2017	\$33,886.61
2017-2018	\$70,994.67
2018-2019	\$113,834.81
2019-2020	\$58,033.90
2020-2021	\$43,640.20
2021-2022	\$174,116.17
2022-2023	\$57,543.55

6.6 Compliance Updates

No materials, verbal report only

PREVENTION AND INTERVENTION SUPPORTS

June 2023



808 x 382

Regional Trainings Provided

38

Onsite Trainings

50

Additional Coaching

184

2022-23 Current Contracts of Support

8

Early Childhood Sites

45

K-12 Sites

41

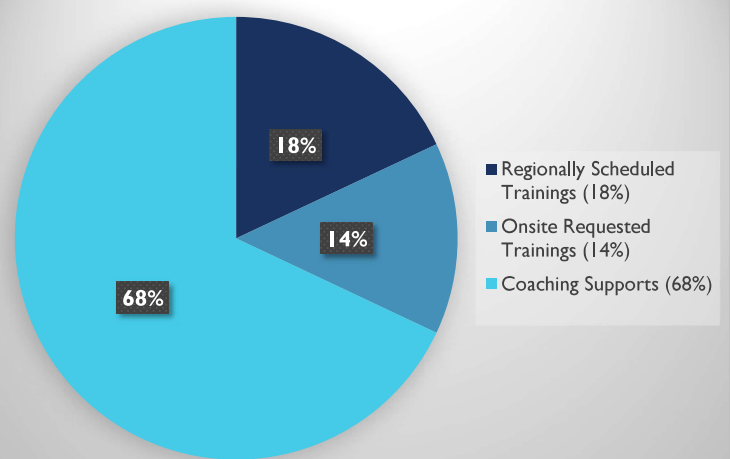
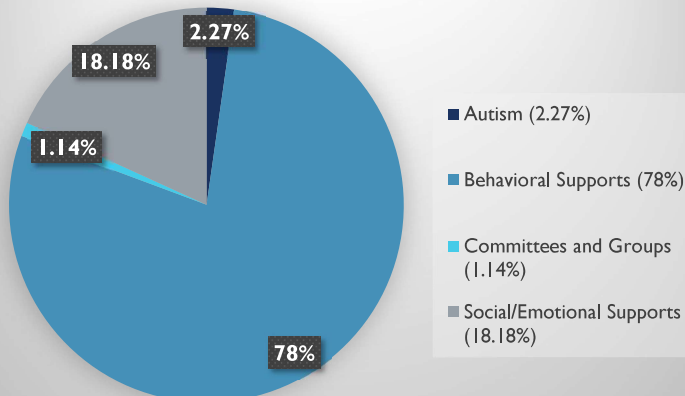
SpEd Programs

10

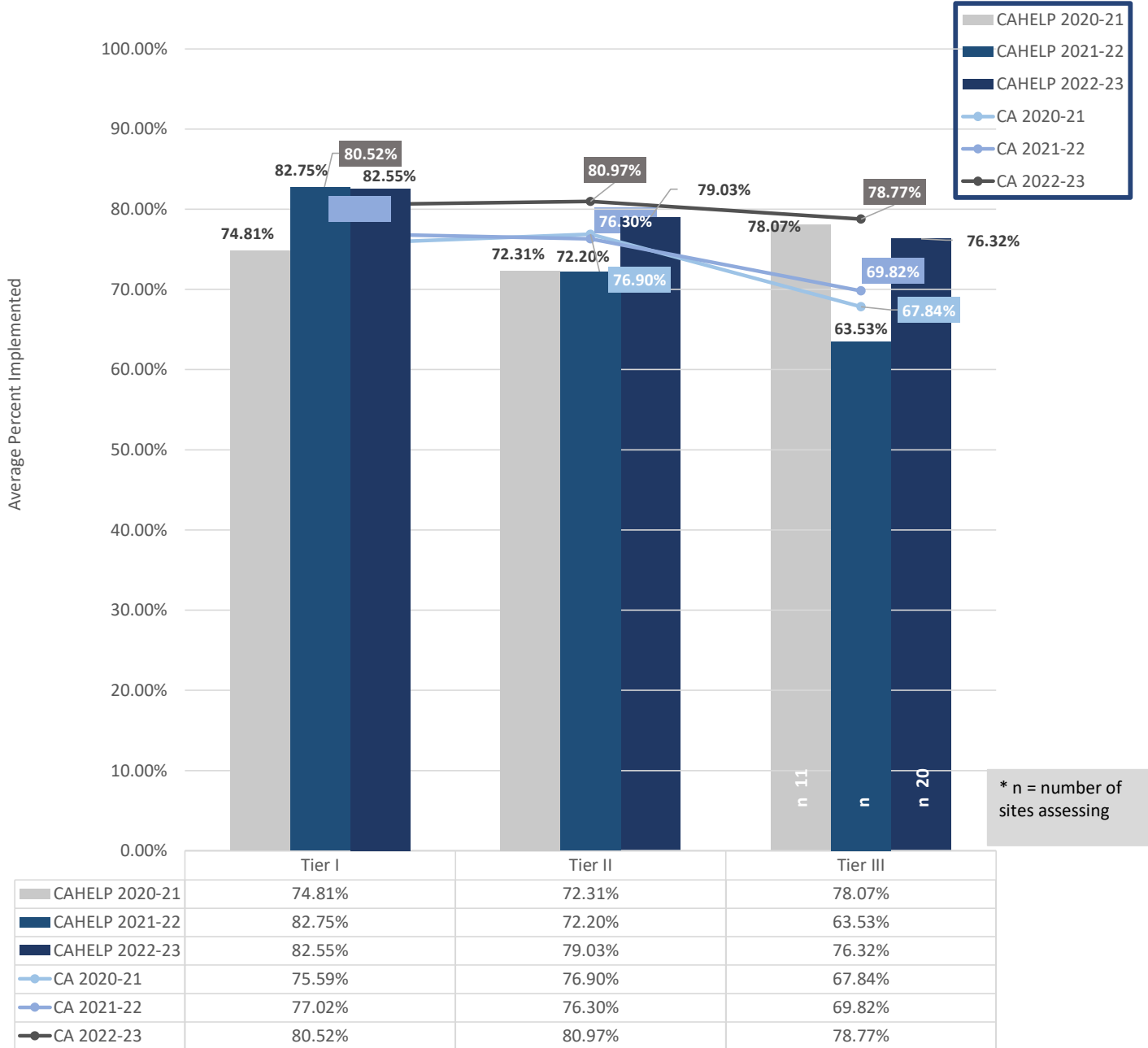
LEAs

TYPES OF TRAININGS & SUPPORTS

Trainings By Category



Regional PBIS Implementation



Tiered Fidelity Inventory (TFI) Tier Report

The TFI gives teams a single, efficient, valid, reliable survey to guide implementation and sustained use of PBIS. Using the TFI, teams measure the extent to which school personnel implement the core features of PBIS at all three tiers - either individually or collectively. Schools may take the TFI as:

- * An initial assessment to determine if they are using or need PBIS.
- * A guide for implementation of Tier I, Tier II, and/or Tier III practices.
- * An index of sustained PBIS implementation.
- * A metric of identifying schools for recognition within their state implementation efforts.

Desert Mountain Charter SELPA
 Learning Recovery Support (Resource 6537) Claim Summary
 June 1, 2023

Total Apportionment	413,801
Desert/Mountain Charter SELPA Allocation (20%)	82,760
Charter Allocation	331,041

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

LEA	Allocation by LEA	Amount Claimed	Balance
Allegiance STEAM Academy	43,834	42,788.75	1,045.25
Aveson Global Leadership Academy	31,049	-	31,049.00
Aveson School of Leaders	21,004	-	21,004.00
Ballington Academy	11,415	-	11,415.00
Desert Trails Preparatory Academy	17,351	-	17,351.00
Elite Academic Academy Lucerne	25,570	25,570.00	-
Encore High School	52,055	-	52,055.00
Julia Lee Performing Arts Academy	20,091	-	20,091.00
Laverne Elementary Preparatory Academy	10,045	-	10,045.00
Leonardo da Vinci	15,525	-	15,525.00
Odyssey Charter School	25,113	25,113.00	-
Odyssey Charter School South	12,328	12,000.00	328.00
Pasadena Rosebud Academy	5,936	-	5,936.00
Pathways to College	22,374	-	22,374.00
Taylion High Desert Academy	15,068	15,068.00	-
Virtual Prep Lucerne	2,283	-	2,283.00
DM Charter SELPA	82,760	81,358.17	1,401.83
Total	413,801	201,897.92	211,903.08

Desert Mountain Charter SELPA
 Dispute Prevention Dispute Resolution (Resource 6536) Claim Summary
 June 1, 2023

Total Apportionment	91,956
Desert/Mountain Charter SELPA Allocation (20%)	18,391
Charter Allocation	73,565

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

LEA	Allocation by LEA	Amount Claimed	Balance
Allegiance STEAM Academy	9,741	-	9,741.00
Aveson Global Leadership Academy	6,900	-	6,900.00
Aveson School of Leaders	4,668	-	4,668.00
Ballington Academy	2,537	-	2,537.00
Desert Trails Preparatory Academy	3,856	-	3,856.00
Elite Academic Academy Lucerne	5,682	5,682.00	-
Encore High School	11,567	-	11,567.00
Julia Lee Performing Arts Academy	4,465	-	4,465.00
Laverne Elementary Preparatory Academy	2,232	-	2,232.00
Leonardo da Vinci	3,450	-	3,450.00
Odyssey Charter School	5,581	3,028.00	2,553.00
Odyssey Charter School South	2,740	2,700.00	40.00
Pasadena Rosebud Academy	1,319	-	1,319.00
Pathways to College	4,972	-	4,972.00
Taylion High Desert Academy	3,348	3,348.00	-
Virtual Prep Lucerne	507	-	507.00
DM Charter SELPA	18,391	11,969.00	6,422.00
	91,956	26,727.00	65,229.00

**Desert/Mountain Charter SELPA
2021-22 IDEA American Rescue Plan 611 Local Assistance Entitlements (Supplemental)**

Report 1 - July 1, 2021 - December 31, 2021

Report 2 - January 1, 2021 - March 31, 2022

Report 3 - April 1, 2022 - June 30, 2022

Report 4 - July 1, 2022 - September 30, 2022

Report 5 - October 1, 2022 - January 31, 2023

Report 6 - February 1, 2023- June 30, 2023

Report 7 - July 1, 2023 - September 30, 2023

Reports 1-6 are due 30 days after the last day of the report period. Report 7 is due October 10, 2023.

Charter LEAs must provide fiscal documentation to support claims.

LEA	School	Vendor	Pupil Count	Total Allocated	Total Claimed	Total Unclaimed
Allegiance STEAM Academy	920	055416	109	30,980	30,980	-
ASA Charter School	931	056786	20	5,685	-	5,685
Aveson Global Leadership Academy	915	053496	56	15,917	9,805	6,112
Aveson School of Leaders	916	053496	50	14,212	14,212	-
Ballington Academy	919	054809	25	7,106	7,106	-
Desert Trails Preparatory Academy	911	051946	35	9,948	-	9,948
Elite Academic Academy Lucerne	925	055626	71	20,181	20,181	-
Encore High School	912	045954	106	30,129	30,129	-
Julia Lee Performing Arts Academy	922	055417	51	14,496	14,496	-
Laverne Elementary Preparatory Academy	910	051937	26	7,390	-	7,390
Leonardo da Vinci	927	056060	25	7,106	7,106	-
Odyssey Charter School	917	053497	56	15,917	15,917	-
Odyssey Charter School South	923	053497	36	10,232	10,232	-
Pasadena Rosebud Academy	924	055455	12	3,411	3,411	-
Pathways to College	918	052039	45	12,791	-	12,791
Taylion High Desert Academy	913	051970	39	11,085	11,085	-
Virtual Prep Lucerne	926	055632	78	22,170	22,170	-
Desert/Mountain Charter SELPA				-	-	-
Total			840	238,756	196,830	41,926

**Desert Mountain Charter SELPA
2022-23 Local Assistance Entitlements**

Report 1 - July 1, 2022 - December 31, 2022

Report 2 - January 1, 2023 - March 31, 2023

Report 3 - April 1, 2023 - June 30, 2023

Report 4 - July 1, 2023 - September 30, 2023

Report 5 - October 1, 2023 - December 31, 2023

Report 6 - January 1, 2024 - June 30, 2024

Report 7 - July 1, 2024 - September 30, 2024

Reports 1-6 are due 30 days after the last day of the report period. Report 7 is due October 10, 2024

Charter LEAs must provide fiscal documentation to support claims.

LEA	Resource 3310	Total Claimed	Total Unclaimed
Allegiance STEAM Academy	143,448	143,448	-
ASA Charter School	36,917	36,917	-
Aveson Global Leadership Academy	45,355	45,355	-
Aveson School of Leaders	42,191	36,689	5,502
Ballington Academy	29,533	-	29,533
Desert Trails Preparatory Academy	33,752	33,752	-
Elite Academic Academy Lucerne	87,545	71,787	15,758
Encore High School	90,710	58,103	32,607
Julia Lee Performing Arts Academy	61,176	61,176	-
Laverne Elementary Preparatory Academy	32,698	32,698	-
Leonardo da Vinci	29,533	29,533	-
Odyssey Charter School	70,669	70,669	-
Odyssey Charter School South	47,464	47,464	-
Pasadena Rosebud Academy	14,767	-	14,767
Pathways to College	52,738	52,738	-
Taylion High Desert Academy	75,943	28,615	47,328
Virtual Prep Lucerne	81,218	81,218	-
Desert Mountain Charter SELPA	-	-	-
Total	975,657	830,162	145,495



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: June 15, 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

Upcoming Trainings

Date/Time	Event	Location
6/21/2023 1:00 PM - 4:00 PM	SEIS TRAINING AFTERNOON SESSION	VIRTUAL

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