

California Association of Health and Education Linked Professions,
Joint Powers Authority (CAHELP, JPA)
DESERT MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
September 22, 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
Needles USD – 1900 Erin Dr, Needles, CA 92363
Trona JUSD – 83600 Trona Rd, Trona, CA 93562

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 September 22, 2023 Desert Mountain SELPA Steering and Finance Committee Meeting Agenda be approved as presented.

5.0 PRESENTATIONS

5.1 SBCSS D/M Operations Final 2022-23 Local Control Funding Formula (LCFF) Revenue Transfer

The SBCSS D/M Operations Fiscal Year 2022-23 LCFF Revenue Transfer will be presented by the San Bernardino County Superintendent of Schools (SBCSS) Internal Business Program Manager.

5.2 SBCSS D/M Operations 2022-23 Fee-For-Service Year-End Actuals

The SBCSS D/M Operations Fiscal Year 2022-23 Fee-For-Service Year-End Actuals will be presented by the SBCSS Internal Business Program Manager.

5.3 SBCSS D/M Operations 2022-23 Fee-for-Service Return

The SBCSS D/M Operations 2022-23 Fee-For-Service Return will be presented by the SBCSS Internal Business Program Manager.

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5.4 Academy for the Advancement of Children with Autism (AACA)

Staff from the Academy for the Advancement of Children with Autism will present information on their programs and services.

5.5 Senate Bill 114 Dyslexia Risk Screening

Karina Quezada, PsyD., will present an update on Senate Bill 114 Dyslexia Risk Screening and the implications for students in general education and special education.

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 the following Consent Item be approved as presented:

6.1.1 Approve the August 18, 2023 Desert Mountain SELPA Steering and Finance Committee Meeting Minutes.

7.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

7.1 Legislative Update

Pam Bender will present a legislative update.

7.2 SEIS Transition Update

Pam Bender will provide a SEIS transition update.

7.3 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 update.

7.4 Professional Learning Summary and Update

Heidi Chavez will present the Desert Mountain SELPA's Professional Learning Summary and update.

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7.5 Resolution Support Services Summary and Update

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

7.6 Compliance Update

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

7.7 Nonpublic School/Nonpublic Agency Update

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

7.8 Prevention and Intervention Update

Deborah Sarkesian will present the Prevention and Intervention update.

8.0 FINANCE COMMITTEE REPORTS

8.1 Senate Bill (SB) 114 and Special Education Funding

Marina Gallegos will provide SB 114 and Special Education Funding Information.

8.2 Early Intervention Preschool Grants

Marina Gallegos will provide information on Early Intervention Preschool Grants.

9.0 INFORMATION ITEMS

9.1 Monthly Occupational & Physical Therapy Services Reports

9.2 Monthly Nonpublic School Placement Report

9.3 Upcoming Professional Learning Opportunities

10.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS

11.0 CEO COMMENTS

12.0 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.

13.0 ADJOURNMENT

The next regular meeting of the Desert Mountain SELPA Steering and Finance Committee will be held on Friday, October 20, 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 COUNTY OPERATED SPECIAL EDUCATION PROGRAM
2022-23 FINAL LCFF REVENUE TRANSFER PER DISTRICT

District of Residence	UPP %	Grades TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Adelanto	79.67%	12,979.54	11,934.15	12,288.17	-	
P-2 / Annual ADA		43.15	23.02	17.18		83.35
Total		560,067.16	274,724.08	211,110.76		1,045,902.00
Apple Valley	74.64%	12,623.25	11,606.55	11,950.86	14,210.04	
P-2 / Annual ADA		39.91	15.31	15.37	29.07	99.66
Total		503,793.91	177,696.34	183,684.69	413,086.00	1,278,260.95
Barstow	76.54%	12,757.83	11,730.30	12,078.27	14,361.54	
P-2 / Annual ADA		18.60	22.67	6.49	10.33	58.09
Total		237,295.69	265,925.84	78,387.99	148,354.76	729,964.27
Bear Valley	69.21%	12,238.63	11,252.91	11,586.72	13,777.07	
P-2 / Annual ADA		11.08	5.59	-	1.77	18.44
Total		135,603.99	62,903.76	-	24,385.42	222,893.17
Helendale	57.52%	11,410.59	10,491.56	10,802.79	12,844.95	
P-2 / Annual ADA		8.67	2.80	2.45	-	13.92
Total		98,929.81	29,376.38	26,466.84	-	154,773.02
Hesperia	69.12%	12,232.25	11,247.05	11,580.69	13,769.90	
P-2 / Annual ADA		18.38	9.02	3.53	69.09	100.02
Total		224,828.79	101,448.37	40,879.83	951,362.15	1,318,519.13
Lucerne	90.23%	13,727.54	12,621.90	12,996.32	15,453.14	
P-2 / Annual ADA		3.30	2.36	2.30	8.06	16.02
Total		45,300.87	29,787.68	29,891.54	124,552.34	229,532.44
Needles	75.54%	12,687.00	11,665.17	12,011.21	14,281.81	
P-2 / Annual ADA		12.79	6.20	6.91	7.63	33.53
Total		162,266.73	72,324.05	82,997.48	108,970.19	426,558.45
Oro Grande	93.62%	13,967.66	12,842.68	13,223.66	15,723.45	
P-2 / Annual ADA		1.59	1.33	-	-	2.92
Total		22,208.58	17,080.77	-	-	39,289.35
Silver Valley	59.17%	11,527.46	10,599.02	10,913.44	12,976.51	
P-2 / Annual ADA		1.34	0.65	-	2.34	4.33
Total		15,446.80	6,889.37	-	30,365.04	52,701.21
Snowline	71.74%	12,417.83	11,417.68	11,756.38	13,978.81	
P-2 / Annual ADA		37.16	11.57	2.56	31.55	82.84
Total		461,446.73	132,102.59	30,096.34	441,031.37	1,064,677.03
Trona	76.48%	12,753.58	11,726.39	12,074.25	14,356.76	
P-2 / Annual ADA		1.86	0.92	-	2.05	4.83
Total		23,721.66	10,788.28	-	29,431.36	63,941.30
Victor Elementary	86.87%	13,489.54	12,403.07	12,771.00	15,185.23	
P-2 / Annual ADA		128.08	73.66	-	-	201.74
Total		1,727,739.79	913,610.09	-	-	2,641,350.08
Victor Valley Union High	84.50%	13,321.66	12,248.72	12,612.07	14,996.25	
P-2 / Annual ADA		-	-	27.40	81.24	108.64
Total		-	-	345,570.72	1,218,295.47	1,563,866.19

Summary				
District Number	District	Based on P-2/Annual	First 50% Transfer	Final 50% Transfer
201	Adelanto	1,045,902.00	505,770.89	540,131.11
203	Apple Valley	1,278,260.95	594,075.13	684,185.82
208	Barstow	729,964.27	378,391.37	351,572.90
206	Bear Valley	222,893.17	113,702.21	109,190.96
224	Helendale	154,773.02	73,241.97	81,531.05
228	Hesperia	1,318,519.13	618,145.00	700,374.13
232	Lucerne	229,532.44	103,118.80	126,413.64
241	Needles	426,558.45	210,106.44	216,452.01
246	Oro Grande	39,289.35	14,452.75	24,836.60
252	Silver Valley	52,701.21	24,667.52	28,033.69
254	Snowline	1,064,677.03	510,802.54	553,874.49
255	Trona	63,941.30	30,676.38	33,264.92
257	Victor Elementary	2,641,350.08	1,279,090.75	1,362,259.33
268	Victor Valley Union High	1,563,866.19	768,531.65	795,334.54
	Total	10,832,228.59	5,224,773.40	5,607,455.19

*Does not include additional 15% Concentration Grant in calculation

FEE-FOR-SERVICE BUDGET to ACTUALS COMPARISON- 2022-23

SELPA	Desert Mountain				Budget	Actuals	+Increase/ -Decrease
A. REVENUES							
					April 2022	September 2023	
	RS	OB	GL	FC			
1. AB602 Special Ed Funding	6500	8311	5001	0000	\$ 49,296,961	\$ 55,484,825	\$ 6,187,864
2. Property Tax Transfer	6500	8097	5001	0000		\$ 6,226,501	
3. Property Tax Transfer Adjustment between 2022-23 P-2 and Annual						\$ (340,361)	
4. Federal IDEA (Local Assistance Entitlement)	3310	8181	5001	0000		\$ 1,787,955	
5. Net FFS State Aid (A1-A2+A3-A4)	6500	8311	5001	0000		\$ 47,130,008	
6. LCFF ADA Revenue Transfer	6500	8710	5001	0000	\$ 8,375,297	\$ 10,832,229	\$ 2,456,932
7. Federal Preschool	3315	8182	5730	0000	\$ 159,271	\$ 173,404	\$ 14,133
8. Local Assistance - Allocated to Preschool	3310	8182	5730	0000	\$ 412,411	\$ 412,411	\$ -
9. Infant Part C	3385	8182	5710	0000	\$ 37,210	\$ 37,210	\$ -
10. State Early Intervention	3385	8590	5710	0000	\$ -	\$ -	\$ -
11. Infant State Apportionment	6510	8311	5710	0000	\$ 938,162	\$ 949,271	\$ 11,109
12. Infant Discretionary	6515	8590	5710	0000	\$ 119,835	\$ 66,509	\$ (53,326)
13. Contract LVN Services (BVUSD, HUSD, VVUHSD)	6500	8311	5001	0000	\$ -	\$ 128,298	\$ 128,298
14. Other Local Revenue	6500	8699	5001	0000	\$ -	\$ 71,342	\$ 71,342
TOTAL REVENUES					\$ 59,339,147	\$ 68,155,498	\$ 8,816,351
B. EXPENDITURES							
1. SAI Services - SDC					\$ 31,434,852	\$ 33,861,783	\$ 2,426,931
2. Related Services - DIS					\$ 11,209,277	\$ 12,508,837	\$ 1,299,560
3. Itinerant					\$ 2,082,039	\$ 2,220,944	\$ 138,905
4. 1:1 Aide Services					\$ 6,703,443	\$ 6,833,839	\$ 130,396
5. Interpreter Services					\$ 687,190	\$ 343,652	\$ (343,538)
6. Preschool Assessments					\$ 341,809	\$ 413,751	\$ 71,942
7. Preschool SDC					\$ 5,696,302	\$ 6,498,952	\$ 802,650
8. Early Start					\$ 1,184,235	\$ 1,061,711	\$ (122,524)
TOTAL EXPENDITURES					\$ 59,339,147	\$ 63,743,468	\$ 4,404,321
C. PRIOR YEAR ADJUSTMENTS							
1. Prior Year AB602 Revenue Funding Adjustment	6500	8319	5001	0000	\$ -	\$ -	\$ -
2. Beginning Balance					\$ -	\$ -	\$ -
TOTAL PRIOR YEAR ADJUSTMENTS					\$ -	\$ -	\$ -
D. 2022-23 ENDING BALANCE							
1. Total Revenues (Section A)					\$ 59,339,147	\$ 68,155,498	\$ 8,816,351
2. Plus Total Prior Year Revenue Adjustments (Section C)						\$ -	\$ -
3. Less Total Expenditures (Section B)					\$ 59,339,147	\$ 63,743,468	\$ 4,404,321
4. Plus Unused 2022-23 Reserve					\$ -	\$ 1,780,174	\$ 1,780,174
5. 2022-23 Fee-For-Service Ending Balance					\$ (0)	\$ 6,192,203	\$ 6,192,203

Service Counts	Budget	Actuals	Diff
SAI Services - SDC	895	1,047.25	152.25
Related Services - DIS	1810	1,982.50	172.5
Itinerant	300	302.08	2.08
1:1 Aide Services	106	123.83	17.83
Interpreters	7	2.75	-4.25
Preschool Assessments	75	69.00	-6
Preschool SDC	224	233.42	9.42
Early Start	60	53.67	-6.33

ADA	
Estimated ADA - Budget	690.83
22/23 - P/2-Annual ADA	828.33

San Bernardino County Superintendent of Schools

Desert Mountain County Operated Special Education 2022-23 Year-End Actuals

		SAI SERVICES > 50% SDC	RELATED SERVICES DIS	ITINERANT	1 TO 1 AIDE SERVICES	INTERPRETER SERVICES	PRESCHOOL ASSESSMENT	PRESCHOOL SDC	EARLY START	TOTAL
	RATE	\$ 29,478.00	\$ 5,198.00	\$ 5,825.00	\$ 53,077.00	\$ 82,394.00	\$ 4,126.00	\$ 23,022.00	\$ 1,484	
OBJECT	EXPENSE									
1000-1999	Certificated Salaries	10,584,566	4,085,140	1,055,931	-	-	247,819	1,824,696	518,702	18,316,853
2000-2999	Classified Salaries	5,325,245	2,196,118	125,759	2,497,181	118,666	-	1,097,367	61,546	11,421,882
3000-3999	Employee Benefits	8,644,655	2,616,266	526,121	1,903,582	71,614	90,548	1,631,812	249,268	15,733,866
4000-4999	Books & Supplies	75,441	17,122	5,200	-	-	-	56,641	1,751	156,155
5000-5999	Services & Other Operating Expenditures	3,061,042	1,328,830	105,718	1,195,462	91,136	453	711,470	18,232	6,512,344
6000-6999	Capital Outlay	41,474.57	-	-	-	-	-	-	-	41,474.57
	Sub total	27,732,424	10,243,476	1,818,729	5,596,224	281,416	338,820	5,321,986	849,499	52,182,574
	% of Total	0.54024	0.19955	0.03543	0.10902	0.00548	0.00660	0.10368	N/A	
	Allocated Cost	3,351,096	1,237,788	219,769	676,230	34,005	40,942	643,092	124,994	6,327,917
	Sub total 1000-6000 costs	31,083,520	11,481,264	2,038,498	6,272,454	315,422	379,762	5,965,077	974,493	58,510,491
7300-7380	Indirect Cost @ 8.95%	2,778,263	1,027,573	182,446	561,385	28,230	33,989	533,874	87,217	5,232,977
	TOTAL EXPENSE	33,861,783	12,508,837	2,220,944	6,833,839	343,652	413,751	6,498,952	1,061,711	63,743,468

RESOURCE	OBJECT	REVENUE								
6500	8097	Property Tax Revenue	3,179,796	1,174,644	208,558	641,733	32,271	38,853	610,285	5,886,140
3310	8181	Federal Local Assistance	965,885	356,806	63,351	194,931	9,802	11,802	185,378	1,787,955
6500	8311	AB602 FFS Revenue	26,725,155	8,773,585	1,499,705	5,736,039	184,511	234,039	4,578,056	47,810,730
		Total FFS Revenue (Lines 20-24)	30,870,836	10,305,035	1,771,614	6,572,702	226,584	284,694	5,373,719	55,484,825

RESOURCE	OBJECT	Revenue									
		LCFF Distribution (based on % of total expense of applicable program)	0.60720	0.22428	0.03982	0.12253	0.00616				
6500	8710	Local Control Funding Formula Revenue	6,577,382	2,429,476	431,353	1,327,273	66,744			10,832,229	
3315	8182	Federal Preschool						10,379	163,025	173,404	
3320	8182	Preschool Local Entitlement						24,684	387,727	412,411	
3385	8182	Part C Early Intervention								37,210	
6510	8311	Infant I-50 Apportionment								949,271	
6515	8590	Infant Discretionary								66,509	
6500	8699	Local	71,342							71,342	
6500	8311	Contract LVN Services (BVUSD, HUSD, VVUHSD)	128,298							128,298	
6500	8989	Contribution from Unrestricted	-							0	
		Beginning Balance								0	
		TOTAL REVENUE:	\$ 37,647,858	\$ 12,734,511	\$ 2,202,967	\$ 7,899,975	\$ 293,328	\$ 319,757	\$ 5,924,471	\$ 1,132,631	\$ 68,155,498

Excess Cost Per Program	3,786,074	225,674	(17,976)	1,066,137	(50,324)	(93,994)	(574,481)	70,920	4,412,029
Number of Services - Final	1,047.25	1,982.50	302.08	123.83	2.75	69.00	233.42	53.67	
2022-23 Fee-For-Service Rates	\$ 29,478	\$ 5,198	\$ 5,825	\$ 53,077	\$ 82,394	\$ 4,126	\$ 23,022	1,484	
Total 2022-23 Fee-For-Service Revenue	\$ 30,870,836	\$ 10,305,035	\$ 1,771,614	\$ 6,572,702	\$ 226,584	\$ 284,694	\$ 5,373,719	\$ 79,641	\$ 55,484,825

SUMMARY	
2022-23 Total Revenue	\$ 68,155,498
2022-23 Total Expense	\$ 63,743,468
Subtotal	\$ 4,412,029
Net Estimated FFS Ending Balance	\$ 4,412,029
2022-23 Unused Reserve	1,780,174
Total Ending Balance	\$ 6,192,203

San Bernardino County Superintendent of Schools
Desert Mountain County Operated Special Education Program
2022-23 Fee-For-Service Return

District	SAI Services	% of Services	Total Return	Related Services DIS	% of Services	Total Return	Itinerant	% of Services	Total Return	1:1 Aides	% of Services	Total Return
			\$ 3,786,074			\$ 225,674			\$ (17,976)			\$ 1,066,137
Academy for Academic Excellence	0.00	0%	\$ -	0.00	0%	\$ -	2.75	1%	\$ (170)		0%	\$ -
Norton Science and Language	0.00	0%	\$ -	1.08	0%	\$ 142	0.00	0%	\$ -		0%	\$ -
Adelanto Elementary	114.17	12%	\$ 449,368	223.00	13%	\$ 29,415	23.25	8%	\$ (1,437)	18.58	16%	\$ 169,683
Apple Valley Unified	130.33	14%	\$ 512,973	221.42	13%	\$ 29,207	36.42	13%	\$ (2,250)	22.08	19%	\$ 201,647
Baker Valley Unified*	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ -
Barstow Unified	79.75	8%	\$ 313,892	120.75	7%	\$ 15,928	22.33	8%	\$ (1,380)	2.58	2%	\$ 23,562
Bear Valley Unified	23.50	2%	\$ 92,495	56.41	3%	\$ 7,441	2.92	1%	\$ (180)	6.00	5%	\$ 54,795
Elite Academy	0.00	0%	\$ -	0.25	0%	\$ 33	0.00	0%	\$ -	0.00	0%	\$ -
Excelsior	0.50	0%	\$ 1,968	0.50	0%	\$ 66	2.33	1%	\$ (144)	0.00	0%	\$ -
Helendale Elementary*	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ -
Hesperia Unified	126.83	13%	\$ 499,197	203.34	12%	\$ 26,822	82.67	28%	\$ (5,108)	19.33	17%	\$ 176,533
Lucerne Valley Unified*	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ -
Needles*	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ -
Oro Grande Elementary	3.50	0%	\$ 13,776	5.33	0%	\$ 703	4.67	2%	\$ (289)	0.00	0%	\$ -
Silver Valley Unified	5.92	1%	\$ 23,301	12.92	1%	\$ 1,704	2.00	1%	\$ (124)	1.00	1%	\$ 9,133
Snowline Jt. Unified	102.83	11%	\$ 404,734	201.92	12%	\$ 26,635	28.17	10%	\$ (1,741)	8.67	7%	\$ 79,179
Trona Jt. Unified*	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ -
Victor Elementary	239.42	25%	\$ 942,346	425.34	25%	\$ 56,106	34.25	12%	\$ (2,116)	10.92	9%	\$ 99,728
Victor Valley Union High	135.17	14%	\$ 532,023	238.58	14%	\$ 31,471	47.33	16%	\$ (2,925)	27.58	24%	\$ 251,876
Encore - Hesperia	0.00	0%	\$ -	0.00	0%	\$ -	1.83	1%	\$ (113)	0.00	0%	\$ -
Total	961.92	100%	\$ 3,786,074	1710.84	100%	\$ 225,674	290.92	99%	\$ (17,976)	116.74	100%	\$ 1,066,137

District	Interpreters	% of Services	Total Return	Preschool SDC	% of Services	Total Return	Preschool Assessment	% of Services	Total Return	Early Start	% of Services	Total Return	Grand Total
			\$ (50,324)			\$ (574,481)			\$ (593,994)			\$ 70,920	\$ 4,412,029
Academy for Academic Excellence	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ 0	0.00	0%	\$ -	\$ (170)
Norton Science and Language	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ 0	0.00	0%	\$ -	\$ 142
Adelanto Elementary	0.00	0%	\$ -	46.58	21%	\$ (118,404)	43.00	63%	\$ (59,437)	10.33	20%	\$ 13,957	\$ 483,146
Apple Valley Unified	1.50	55%	\$ (27,449)	24.00	11%	\$ (61,007)	0.00	0%	\$ 0	5.83	11%	\$ 7,877	\$ 660,998
Baker Valley Unified*	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ 0	0.00	0%	\$ -	\$ -
Barstow Unified	1.25	45%	\$ (22,874)	16.00	7%	\$ (40,671)	22.00	32%	\$ (30,410)	7.92	15%	\$ 10,701	\$ 268,748
Bear Valley Unified	0.00	0%	\$ -	8.42	4%	\$ (21,403)	0.00	0%	\$ 0	0.00	0%	\$ -	\$ 133,148
Elite Academy	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ -	\$ 33
Excelsior	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ 0	0.00	0%	\$ -	\$ 1,890
Helendale Elementary*	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ 0	0.00	0%	\$ -	\$ -
Hesperia Unified	0.00	0%	\$ -	32.83	15%	\$ (83,452)	3.00	4%	\$ (4,147)	12.33	23%	\$ 16,659	\$ 626,504
Lucerne Valley Unified*	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ 0	0.00	0%	\$ -	\$ -
Needles*	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ 0	0.00	0%	\$ -	\$ -
Oro Grande Elementary	0.00	0%	\$ -	0.25	0%	\$ (635)	0.00	0%	\$ 0	0.00	0%	\$ -	\$ 13,555
Silver Valley Unified	0.00	0%	\$ -	3.25	1%	\$ (8,261)	0.00	0%	\$ 0	0.25	0%	\$ 338	\$ 26,091
Snowline Jt. Unified	0.00	0%	\$ -	27.92	12%	\$ (70,971)	0.00	0%	\$ 0	5.83	11%	\$ 7,877	\$ 445,714
Trona Jt. Unified*	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ 0	0.00	0%	\$ -	\$ -
Victor Elementary	0.00	0%	\$ -	66.75	30%	\$ (169,675)	0.00	0%	\$ 0	10.00	19%	\$ 13,511	\$ 939,900
Victor Valley Union High	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ 0	0.00	0%	\$ -	\$ 812,445
Encore - Hesperia	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ 0	0.00	0%	\$ -	\$ (113)
Total	2.75	100%	\$ (50,324)	226.00	100%	\$ (574,481)	68.00	100%	\$ (593,994)	52.49	100%	\$ 70,920	\$ 4,412,029

*Districts receiving small school district protection are not included in the current year calculated return. Service counts have been removed for these districts and funds are reallocated to the remaining districts.

District	Col. A	Col. B	Col. C	Col. D	Col. E
	Unused 22/23 Reserve	22/23 FFS Ending Balance	22/23 Total Ending Balance	23/24 3% Reserve \$2,085,353	Balance to Return \$4,106,850
Academy for Academic Excellence	\$ 181	\$ (170)	\$ 11	\$ 11	\$ -
Norton Science & Language	\$ 53	\$ 142	\$ 195	\$ 65	\$ 130
Adelanto Elementary	\$ 233,822	\$ 483,146	\$ 716,968	\$ 239,206	\$ 477,762
Apple Valley Unified	\$ 255,920	\$ 660,998	\$ 916,918	\$ 305,917	\$ 611,001
Baker Valley Unified*	\$ -	\$ -	\$ -	\$ -	\$ -
Barstow Unified	\$ 117,469	\$ 268,748	\$ 386,217	\$ 128,856	\$ 257,361
Bear Valley Unified	\$ 47,404	\$ 133,148	\$ 180,552	\$ 60,238	\$ 120,314
Elite Academy	\$ -	\$ 33	\$ 33	\$ 33	\$ -
Excelsior	\$ 393	\$ 1,890	\$ 2,283	\$ 762	\$ 1,521
Helendale Elementary*	\$ -	\$ -	\$ -	\$ -	\$ -
Hesperia Unified	\$ 252,063	\$ 626,504	\$ 878,567	\$ 293,121	\$ 585,446
Lucerne Valley Unified*	\$ 12,210	\$ -	\$ 12,210	\$ 12,210	\$ -
Needles*	\$ -	\$ -	\$ -	\$ -	\$ -
Oro Grande Elementary	\$ 6,355	\$ 13,555	\$ 19,910	\$ 6,643	\$ 13,267
Silver Valley Unified	\$ 13,663	\$ 26,091	\$ 39,754	\$ 13,263	\$ 26,491
Snowline Jt. Unified	\$ 183,813	\$ 445,714	\$ 629,527	\$ 210,033	\$ 419,494
Trona Jt. Unified*	\$ 16,836	\$ -	\$ 16,836	\$ 16,836	\$ -
Victor Elementary	\$ 388,416	\$ 939,900	\$ 1,328,316	\$ 443,174	\$ 885,142
Victor Valley Union High	\$ 251,421	\$ 812,445	\$ 1,063,866	\$ 354,944	\$ 708,922
Encore - Hesperia	\$ 155	\$ (113)	\$ 42	\$ 42	\$ -
Total	\$ 1,780,174	\$ 4,412,029	\$ 6,192,203	\$ 2,085,353	\$ 4,106,850

5.4 Academy for the Advancement of Children with Autism

No materials, verbal report only



Senate Bill 114 Overview

DR. KARINA QUEZADA

Intellectual Property of CAHELP



Senate Bill 114

K-2 Screening for
Reading Difficulties,
Including Risk of
Dyslexia

Signed by Governor
Newsom on July 10,
2023

Intent of Law

“The Legislature finds and declares that screening pupils for risk of reading difficulties, including dyslexia, is one of many tools that educators can employ to gain information about how to support their pupil’s learning. Screening should be considered part of a school’s comprehensive instructional strategy and should be used by educators like other types of formative and summative assessments: to inform individualized instruction, measure a pupil’s progress, identify pupil learning needs, and enable parents and educators to discuss pupil needs in a more informed way.”

Timelines

- **By January 31, 2024** - State Board to appoint an independent panel of experts to create an approved list of screening instruments for assessing pupils in K-2 for risk of reading difficulties
 - \$1 million allocated for the appointment of said panel
 - **By December 31, 2024** – panel to approve the list of screening instruments
 - **By June 30, 2025** – LEAs are required to adopt one or more screening instruments from the list
 - **Beginning of 2025-2026** school year (and annually thereafter), assess each pupil in grades K-2 using the adopted screening instrument
 - ***Unless the pupil's parent or guardian opts out of the screening in writing.***
- ❖ Kindergarten shall not include transitional kindergarten (Section 53008(o)(2)).

Screening Instruments

- The panel members should NOT have a financial interest in the screening instruments under consideration
- State Board of Education can periodically reconstitute this expert panel and amend the list of screening instruments
 - The work of the panel is subject to the Open Meeting Act
- The list of approved instruments shall include screening instruments that are:
 - Developed both for English and non-English speaking pupils
 - In languages reflecting the primary language of pupils in the state (to the extent available)
- Appropriate administration information and grade appropriateness should be included in the list

Definition of Screening Instruments

Screening instrument means a brief tool administered by an appropriately trained school employee, including, but not limited to, a certificated teacher of record, measuring discrete areas to determine pupils at risk of reading difficulties, including dyslexia

About the Screening Instruments

To support the adoption of high- quality screening instruments and minimize the over or under-identification of pupils' risk of reading difficulties, and offer meaningful information for follow-up, the following factors should be addressed:

- Use of direct measurement, supplemented by other pupil data
- Measurements of domains that may predict dyslexia
 - (e.g., measures of oral language, phonological and phonemic awareness, decoding skills, letter-sound knowledge, knowledge of letter names, rapid automatized naming, visual attention, reading fluency, vocabulary, and language comprehension)

About the Screening Instruments, Cont.

- Evidence that the tool is normed and validated using contemporary multicultural and multilanguage sample of pupils whose home language is other than English
- Integration of relevant pupil information
 - Home language, English proficiency, access to preschool education

LEA Adoption

- LEAs serving students in K-2 shall adopt, at a public meeting, one or more screening instruments from the approved list
- Adopted screening instrument shall provide assessments for both English speaking and non-English speaking pupils, in languages reflecting the primary languages of student in the LEA, as available

Screenings Begin 2025-2026

Begin screening students in K-2 using the LEA's adopted screening instrument

When in the school year?

- “LEA shall consider whether pupils have received sufficient instruction in foundational reading skills to support a valid assessment.” Section 53008(2)(e).

LEAs are NOT restricted from providing additional pupil screenings or diagnostic evaluations, as appropriate

Late Enrollments

If a child enrolls for the first time in K or grades 1 or 2 after the screening instrument has been administered to all pupils in the given grade in that school year, the LEA:

- Shall assess the student using the adopted instrument within 45 calendar days of enrollment
- Unless documentation is available that the pupil has had a similar screening in their prior school for their current grade and the parent was made aware of the results

Guidance and Resources for Educators

- How to administer screening instruments
 - Interpret results
 - Explain results to families
 - Determine further educational strategies, assessments, diagnostics, and interventions
-
- ❖ Informed by the ELA and ELD Frameworks, California Dyslexia Guidelines, knowledge of student, and shall reflect a tiered intervention model aligned with MTSS

Special Education Considerations

- Screening administered shall not be considered an evaluation or diagnostic tool to establish eligibility for special education and related services pursuant to IDEA, or an evaluation to determine eligibility under Section 504
- HOWEVER, screening assessments shall not be used to delay the child find process required under IDEA
- Additionally, assessments done under this section may be used by the LEA to establish eligibility for special education under the IDEA or Section 504

EL Students

Students who do not speak sufficient English to be screened with an English language instrument shall be screened pursuant to this section in their primary language, if available.

If a screening instrument is not available in at least one language in which the pupil is proficient, the pupil's risk for reading difficulties shall be evaluated through an analysis of:

- Developmental history, educational history, and literacy progress
- Home background
- Evolving English language abilities including speaking, listening, reading, spelling, and writing
- Components of screening instruments that do not require English language proficiency may be used in this evaluation

When a pupil acquires sufficient English language knowledge and fluency, the LEA shall assess the pupil using the appropriate screening instrument

Exemptions (LEA Initiated)

A pupil may be exempted from the requirements of this section **with the prior written consent of the parent or guardian** if any of the following criteria are satisfied:

- A pupil has a current identification or diagnosis of a reading difficulty, reading disorder, or other disability
- The pupil is eligible for special education and related services under IDEA or a plan pursuant to Section 504
- The pupil is in the process of being assessed for eligibility for special education and related services pursuant to IDEA or Section 504

Parent Notification

- The LEA shall provide parents/guardians with information about the screening, including the date or dates of the screening and instructions for how parents/guardians can opt out of the screening on behalf of their child, no later than 15 days prior to the screening administration
- LEAs are encouraged to provide information about screening with other back-to-school materials at the beginning of the school year



Results of Screenings

- Results shall be made available to parents in a timely manner, but no more than 45 calendar days from the date the assessment was administered
- Results shall be made available in the language of the parent -Section 53008(n)
- Results shall include information about how to interpret the results, as well as next steps, if applicable

Results Interpretation

Shall be used as a flag for potential risk of reading difficulties, not as a diagnosis of a disability

Shall be used as part of a broader process that further evaluates pupil needs and progress, identifies supports for classroom instruction, enables targeted individual intervention as needed, and allows for further diagnosis if concerns do not resolve

Results Interpretation (2)

When a pupil's results identify them as being at risk of having reading difficulties, the LEA shall provide the pupil with supports and services, appropriate to the specific challenges identified by the screening instrument and other pertinent information, which may include, among other supports and services, any of the following:

- Evidenced-based literacy instruction
- Progress monitoring
- Early intervention in the regular general education program
- One-on-one or small group tutoring
- Further evaluation or diagnostic assessment

Inappropriate Use of Results

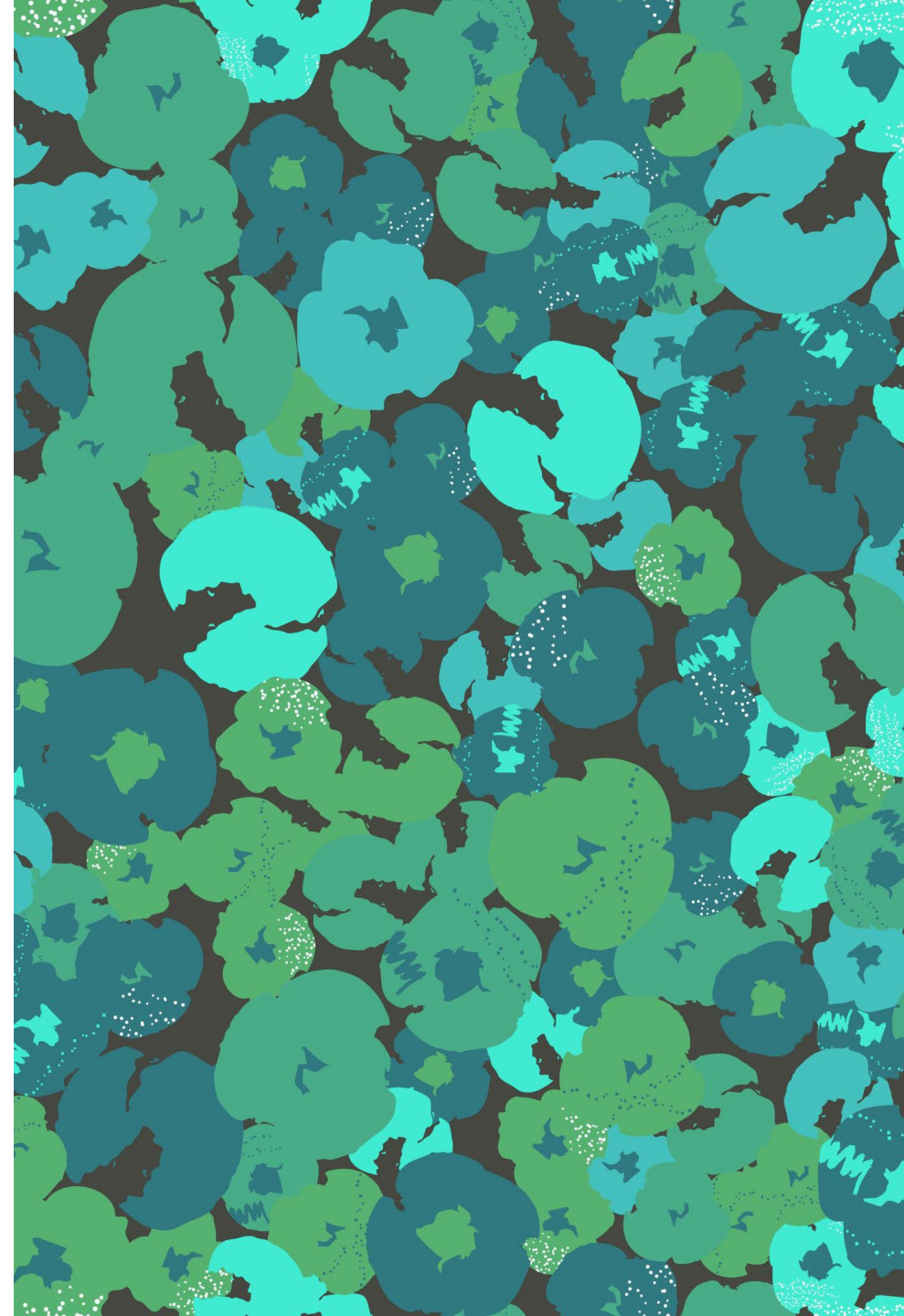
Results shall not be used for any high-stakes purpose, including:

- Teacher or other school staff evaluation
- Accountability
- Pupil grade promotion or retention
- Identification of gifted or talented education
- Reclassification of English learners
- Identification of an individual with exceptional needs

THANK YOU

QUESTIONS? PLEASE CONTACT ME:

KARINA.QUEZADA@CAHELP.ORG



California Association of Health and Education Linked Professions,
Joint Powers Authority (CAHELP, JPA)
DESERT MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
August 18, 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, Adelanto SD – Kim Guthrie, Apple Valley USD – Priscilla Avila, David Wheeler, Baker Valley USD – Cecil Edwards via Web Ex, Barstow USD – Heather Reid, Bear Valley USD – Lucinda Newton, Linda Rosado, Desert/Mountain Operations (SBCSS) – Dale Folkens, Excelsior Charter Schools – Deanna Crocker, Amber Englehart, Helendale SD – Michael Esposito, Hesperia USD – Elaine Nelson, Lucerne Valley SD – Vici Miller, Needles USD – Jamie Wiesner via Web Ex, Silver Valley USD – Cheri Rigdon, Snowline JUSD – Pam De Renard, Trona JUSD – Nicole Yeager via Web Ex, Victor Elementary SD – Tanya Benitez, and VVUHSD – Larry Brunson, Krystal Kerns.

GUESTS:

Christina Leal – Options for Youth.

CAHELP, DMSELPA, & DMCC STAFF PRESENT:

Jamie Adkins, Jacob Aguilera, Codi Andersen, Pam Bender, Guille Burgos, Ivan Campos, Danielle Cote, Marina Gallegos, Marysol Hurtado, Linda Llamas, Maurica Manibusan, Yazmin Medina, Lisa Nash, Vianca Padilla, Sheila Parisian, Ana Perez, Kathleen Peters, Linda Rodriguez, Yolanda Roman, Jennifer Rountree, Deborah Sarkesian, Jessica Soto, Jennifer Sutton, and Bobbie Taylor.

1.0 CALL TO ORDER

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 Elaine Nelson, seconded by Michael Esposito, to approve the August 18, 2023, Desert Mountain SELPA Steering and Finance Committee Meeting Agenda as presented. The motion carried on the following vote: 17:0:0: Ayes: Benitez, Brunson, Congo, De Renard, Edwards, Englehart, Esposito, Folkens, Guthrie, Miller, Nelson, Newton, Reid, Rigdon, Wheeler, Wiesner, and Yeager. Nays: None. Abstentions: None.

5.0 PRESENTATION

5.1 Resolution Support Services Program Update

Kathleen Peters presented the Resolution Support Services (RSS) Program Update. Kathleen did a partial review of the Resolution Support Services Program Improvement Survey, provided an overview of the due process system, themes and components of alternative dispute resolution (ADR) and due process data comparisons for national, state and local levels. Kathleen reported there will be a flyer coming soon for a low-cost Region 10 ADR training. She continued that a Key2Ed for facilitated IEPs can be offered if the minimum registration is met due to cost. CAHELP staff will continue to be trained in facilitated IEPs to provide support to the LEAs. Kathleen also shared Key2Ed also offers a stakeholder training that is intended to assist people who do not facilitate or lead IEP teams but may hear complaints at the lowest level

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and teach them about their role. The stakeholder training can be provided virtually or in-person and is a half-day in length. Kathleen encouraged the committee members to reach out to parents if a records request is received to let them know a request has been received and to ask how the LEA can help the family and if there is something that can be done to meet the family needs. She reviewed the Due Process Timeline and explained an expedited claim refers to a safety issue or a discipline manner that is pending expulsion. The 2021-23 Alternative Dispute Resolution Grant supported early intervention, proactive strategies, and building positive relationships and communications with parents. Kathleen added that this school year, the RSS focus will continue to be building an effective, sustainable system that consists of outreach activities to help parents be comfortable with expressing their concerns related to special education.

Cheri Rigdon thanked the team for their support and assisting with resolution support services. Vici Miller and Mike Esposito both said that CAHELP staff being accessible is very helpful and allows them to respond to parents immediately.

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 motion was made by Michael Esposto, seconded by Pam De Renard, to approve the following Consent Item as presented. The motion carried on the following vote: 17:0:0: Ayes: Benitez, Brunson, Congo, De Renard, Edwards, Englehart, Esposito, Folkens, Guthrie, Miller, Nelson, Newton, Reid, Rigdon, Wheeler, Wiesner, and Yeager. Nays: None. Abstentions: None.

6.1.1 Approve the May 19, 2023, Desert Mountain SELPA Steering and Finance Committee Meeting Minutes.

6.1.2 Approve the June 16, 2023, Desert Mountain SELPA Steering and Finance Committee Meeting Minutes.

7.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

7.1 Legislative Update

Pam Bender presented an update on the status of current Assembly and Senate Bills:

- Assembly Bill (AB) 87 - Section 504 Meetings and Team Meetings: 504 meetings can now be recorded in the same format as IEP meetings included in IDEA,
- AB 248 - Individuals with intellectual or developmental disabilities: removes obsolete terminology including “mentally retarded persons” “mentally retarded children” “retardation” in any document, not just education,
- AB 438 - Pupils with exceptional needs postsecondary goals and transition plans changing to age of 14 with a possible amendment to state prior to ninth grade,
- AB 447 - Public postsecondary inclusive pilot program – for students with disabilities, pending decision,
- AB 611 - Nonpublic School (NPS) Certification – requires LEA to notify parent within 14 days of a

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- change in NPS certification status has passed,
- AB 748 - Mental Health Resources: requires that on or before the start of the 2023-2024 school year, each school site in a school district, county office of education, and charter school serving pupils in any of grades 6 to 12, create a poster that identifies approaches and shares resources regarding pupil mental health. Pam referred LEAs to Care Solace if resources are needed,
 - AB 1466 - Pupil Discipline in restraint and seclusion – would require restraint and seclusion data to be posted on LEA website for each student who was a participant in restraint or seclusion, Association of California School Administrators (ACSA) has issues with confidentiality involved, the bill is still in process,
 - AB 1517 - SELPA Governance of Accountability and Transparency, looking at the role SELPAs have in assisting LEAs in differentiated assistance and Compliance required data collection,
 - Senate Bill (SB) 88 - Driver qualification for student transportation, sitting for more clarification of who this affects because parents often drive students who have missed their other transportation,
 - SB 354 - Inclusive Practices: Inclusive education using Universal Design for Learning, has not passed and is still being worked on,
 - SB 445 - IEP Translations – requires translations to be completed within 30 days of meeting, amendments to lengthen the 30-day timeline have been submitted,
 - SB 691- Dyslexia Risk Screening: assessing every student kindergarten through third grade based on specific timelines. Dr. Karina Quezada will be providing a presentation on the law and how it will affect LEAs at the September Steering meetings.

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

Linda Llamas presented the Desert Mountain Children’s Center Client Services monthly reports and updates. Linda asked to be contacted with questions about services or any other general questions. She shared a research article on social media and the impacts on youth. Linda said the article can be disseminated to anyone who would benefit from the information.

7.3 Professional Learning Summary and Update

Linda Rodriguez presented the Desert Mountain SELPA’s Professional Learning Summary and updates. She said there was a large increase in participant numbers in 2022-23 which reflects the LEAs are seeing the value of the trainings that are offered. Linda reported the annual IMTSS Symposium titled Reconnecting the Dots will be held on February 21, 2024, and a flyer will be provided soon. Linda then reviewed the dates for 2023-24 Directors’ Trainings. She said the trainings will be in-person with the hybrid option being dependent on the individual presenters. Linda provided the dates for the Community Advisory Committee (CAC) meetings, noting the flyers will be emailed soon and that the meetings will be virtual for 2023-24.

Ivan Campos and Linda Rodriguez presented data from the Speech-Language Pathologist (SLP) and Assistants (SLPA) Empathy Interviews. The purpose of the interviews was to better understand the story of SLPs and SLPA. They shared there were 20 random participants selected for the interviews with open-ended questions on general topics of what the staff and students need. The results were categorized into three broad areas of: what they wish they would have had in the beginning of the profession, what they need in their current position, and what they see as their professional development needs. Linda and Ivan will be working to adjust and grow the collaborative to provide access to principles that will help SLPs and

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SLPAs grow in their practice to be able to support students with communication skills and providing an immersive experience. The involved SLPs and SLPAs were thankful to have been asked for their input and for Linda and Ivan actively listening to the answers that were provided. The interviewees asked for professional development that included increasing collaboratives and increasing communication skills in a meaningful and interactive format. Linda and Ivan were overwhelmed by the feeling that staff want to improve in their craft and were vulnerable with their answers. Those involved in the interviews were LEA staff, not contract employees. A Save-the-Date Flyer was shared for the Speech-Language Pathologists Collaborative Group where there will be engagement activities for those attending in-person.

7.4 Resolution Support Services Summary and Update

Kathleen Peters presented the DMSELPA's Resolution Support Services Summary and update. She provided a brief summary of a current LEA case.

7.5 Compliance Update

Sheila Parisian presented an update on compliance items from the California Department of Education (CDE). She encouraged committee members to continue working on overdue IEPs. She said Compliance and Improvement Monitoring (CIM) is ongoing. An email was sent to the LEAs that are in Targeted II or III regarding what is needed in the current phase including root cause analysis. Sheila said those LEAs will continue to work with her, Peggy, and the program specialists.

Sheila continued that CalPads End of Year (EOY) 4 deadline was met and it does not look like the amendment window will be needed for our LEAs. CalPads is currently undergoing a redesign that will likely go live on September 15, 2023. MIS users will continue to have access to Web IEP until December 31, 2023, with "view only" access. Web IEP history of all completed annuals, triennials, and addendums, including the attachments from 2006 through June 30, 2023, is being downloaded on to extended drives. Sheila shared that Colette will be scheduling meetings to disseminate the data to special education directors. The special education directors should collaborate with their IT department on the amount of space that will be needed to store historic data from Web IEP. She reported the baseline and goals will be put in an Excel spreadsheet to make it easier for teachers to copy and paste the information. Sheila stated fillable forms are on the CAHELP website in the educator portal. She said the forms in the educator portal will be updated as needed so it is best to visit the originals regularly to ensure the most recent version is being used.

7.6 Nonpublic School/Nonpublic Agency Update

Sheila Parisian provided a nonpublic school/nonpublic agency update. She reported Bright Futures Academy will be changing their name effective September 1, 2023, to Dynamic Hope Schools and will also have a new principal. Though Desert View school had staffing challenges last school year, they are currently fully staffed. Sheila continued that Academy for Advancement of Autism has secured a location in Apple Valley and they are currently working on CDE stipulations with the expectation of opening soon. Sheila shared that Beach Cities Learning Academy has a projected open date of October 1, 2023, for a location in Hesperia. Sheila said any questions or concerns relating to nonpublic schools or agencies can be directed to Peggy Dunn.

Pam Bender shared that Academy for Advancement of Autism will possibly present information at the September Steering meetings.

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7.7 Prevention and Intervention Update

Deborah Sarkesian presented the Prevention and Intervention update. She shared the California Integrated Supports Project (CA-ISP) is grant funded professional development in culturally relevant and sustaining practices along with trauma informed practices and emotional learning that is embedded in MTSS framework. Cohort 2 will start next school year as a 2-year program. Deborah asked to be contacted by any interested LEAs. She then reviewed two training flyers for Creating a Responsive Classroom and Positive Behavioral Interventions and Supports (PBIS) Bootcamp. Deborah shared a save the date for the PBIS Recognition Event that will take place on Wednesday, October 4, 2023, stating the official invite is coming soon if recognized. Deborah shared the PBIS Assessment Window Calendar and said an LEA does not have to be contracted for PBIS services to receive PBIS assessments.

7.8 Career Technical Assistance (CTE) 2022-23 Year End Reports

Bobbie Taylor presented the 2022-23 CTE Year End Reports.

7.9 Outreach Team Update

Jessica Soto provided an Outreach Team update. She introduced the Outreach Team staff and highlighted the upcoming Denim Drive and Resource Fair. The team shared that they attend community and school events to provide resources to families as well as providing social emotion learning activities to the children. The Outreach Team attends Farmers Markets, National Night Outs as well as support school districts with mental health awareness fairs and college and career fairs.

8.0 FINANCE COMMITTEE REPORTS

8.1 Principal Apportionment Summary for Special Education Mental Health Services

Marina Gallegos reported on the Principal Apportionment Summary for Special Education Mental Health Services. She said mental health funding is being distributed directly to LEAs but reminded the committee members that at the May 2023 Governance Council meeting it was approved that specific schools would send the funding to CAHELP in order for educationally related mental health services to continue to be provided by DMCC. Marina pointed out the funding also helps support residential placements, and to match funding of DMCC contracts with Department of Behavioral Health. The summary Marina presented reflects estimated LEA revenue which will be tried up on June 30, 2024.

Note: Kim Guthrie left the meeting at 11:08 a.m.

8.2 P-2 Certified Funding Distributions

Marina Gallegos presented the P-2 Certified Funding Distributions along with the supporting reports.

8.3 Federal Grant Funding Update

Marina Gallegos presented the Federal Grant Funding Update. She stated Report 3 is reflective of April 1, 2022, through June 30, 2022, with the next reporting period being July 1, 2022, through September 1, 2022.

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Samuel Barker emailed the information to the LEA business department and the reports are due back to him by mid-October.

9.0 INFORMATION ITEMS

9.1 Monthly Occupational & Physical Therapy Services Reports

Codi Andersen highlighted two upcoming trainings as well as an OT/PT collaborative that will be offered this year, noting flyers will be emailed at a later date. Codi stated the department has migrated to a new reporting system so the services reports will have a different appearance. She asked the special education directors to review the monthly reports for accuracy as some students have changed schools.

9.2 Monthly Nonpublic School Placement Report

Pam Bender reported a memo will soon be sent to special education directors listing students that are in nonpublic school placement along with the costs.

9.3 Upcoming Professional Learning Opportunities

10.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS

None.

11.0 CEO COMMENTS

Pamela Bender shared Derek Hale accepted a position with DMOPS. Pam stated interviews were conducted to fill that position and Dr. Karina Quezada was selected and will begin to take over the role when she returns to work in September. With these changes, there are currently five program specialists and four vacancies. The remaining program specialists are working hard to cover all duties. There have been delays in posting the vacant positions but it is being worked on. Pam asked the committee members to contact program specialists, program managers, or her if something is needed so it can be addressed right away.

Pam asked the committee members to review the Professional Learning Guide as it contains all trainings offered by CAHELP. Pam reported that the federal government has put the Alternative Pathway Diploma requirement on hold though it is California law. Adding to the issue, the state special education director position has been recently vacated. Pam would like to create an Alternative Pathway Diploma work group working towards the possibility of the member LEAs following the same requirements for the pathway. Pam asked to be emailed by anyone who is interested in participating in the workgroup. There are several SELPAs in San Diego have been collaborating and creating some basics that could be mirrored instead of starting from scratch. Pam reminded everyone that DMOPS is a service provider and each student's district of residence requirements must be met.

Pam shared the new seating arrangement allows for voting members and program specialists, program managers with monthly reports to sit facing each other to engage in the meeting discussions. Classroom style seating towards the back of the room is for other staff and visitors to hear the meeting and discussions with the opportunity to address the committee.

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

MINUTES

Pam ended by sharing a quote by Neil Gaiman, “I hope you have a wonderful year, that you’ll dream dangerously and outrageously, that you’ll make something that didn’t exist before you made it, that you will be loved and that you will be liked, and that you will have people to love and to like in return. And, most importantly (because I think there should be more kindness and more wisdom in the world right now), that you will, when you need to be, be wise, and that you will always be kind”.

12.0 MATTERS BROUGHT BY THE PUBLIC

None.

13.0 ADJOURNMENT

Having no further business to discuss, a motion was made by Lucinda Newton, seconded by Tanya Benitez, to adjourn the meeting at 11:22 a.m. The motion carried on the following vote: 16:0:0: Ayes: Benitez, Brunson, Congo, De Renard, Edwards, Englehart, Esposito, Folkens, Miller, Nelson, Newton, Reid, Rigdon, Wheeler, Wiesner, and Yeager. Nays: None. Abstentions: None.

The next regular meeting of the Desert Mountain SELPA Steering and Finance Committee will be held on Friday, September 22, 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.

SELPA Administrators Association of California Legislation Report 9/5/2023

[AB 87](#) ([Quirk-Silva](#) D) Pupils: Section 504 plans: meetings and team meetings

Current Text: Chaptered: 7/21/2023 [html](#) [pdf](#)

Current Analysis: 06/30/2023 [Senate Floor Analyses](#) (*text 3/27/2023*)

Introduced: 1/4/2023

Last Amend: 3/27/2023

Status: 7/21/2023-Approved by the Governor. Chaptered by Secretary of State - Chapter 81, Statutes of 2023.

Location: 7/21/2023-A. CHAPTERED

Summary: Existing law requires a special education local plan area submitting a local plan to the Superintendent of Public Instruction to ensure that it has in effect policies, procedures, and programs that are consistent with state laws, regulations, and policies governing, among other things, compliance assurances, including general compliance with Section 504 of the federal Rehabilitation Act of 1973. That federal law prohibits an otherwise qualified individual with a disability, solely by reason of their disability, from being excluded from the participation in, denied the benefits of, or subjected to discrimination under any program or activity receiving federal financial assistance. This bill would similarly authorize a parent, guardian, or local educational agency to audio record meetings and any team meetings for pupils held pursuant to Section 504 of the federal Rehabilitation Act of 1973, as provided. This bill contains other existing laws.

[AB 248](#) ([Mathis](#) R) Individuals with disabilities: The Dignity for All Act.

Current Text: Amended: 5/17/2023 [html](#) [pdf](#)

Current Analysis: 06/21/2023 [Senate Floor Analyses](#) (*text 5/17/2023*)

Introduced: 1/18/2023

Last Amend: 5/17/2023

Status: 6/21/2023-Read second time. Ordered to third reading.

Location: 6/21/2023-S. THIRD READING

Calendar: 9/5/2023 #432 SENATE ASSEMBLY BILLS - THIRD READING FILE

Summary: Existing law includes the terms "mentally retarded persons," "mentally retarded children," "retardation," and "handicap." This bill, The Dignity for All Act, would make nonsubstantive changes to those provisions to eliminate this obsolete terminology. The bill would repeal obsolete provisions of law.

[AB 438](#) ([Rubio, Blanca](#) D) Pupils with exceptional needs: individualized education programs: postsecondary goals and transition services.

Current Text: Amended: 6/19/2023 [html](#) [pdf](#)

Current Analysis: 09/04/2023 [Senate Floor Analyses](#) (*text 6/19/2023*)

Introduced: 2/6/2023

Last Amend: 6/19/2023

Status: 9/1/2023-From committee: Do pass. (Ayes 7. Noes 0.) (September 1).

Location: 8/14/2023-S. APPR. SUSPENSE FILE

Calendar: 9/5/2023 #275 SENATE ASSEMBLY BILLS - SECOND READING FILE

Summary: Existing law requires local educational agencies to identify, locate, and assess individuals with exceptional needs and to provide those pupils with a free appropriate public education in the least restrictive environment, with special education and related services as reflected in an individualized education program. Existing law requires, beginning not later than the first individualized education program to be in effect when a pupil is 16 years of age, or younger if determined appropriate by the individualized education program team, and updated annually thereafter, the individualized education program to include appropriate measurable postsecondary goals and transition services, as defined, needed to assist the pupil in reaching those goals. This bill would instead require an individualized education program, commencing July 1, 2025, to include measurable postsecondary goals and transition services beginning when an individual with exceptional needs enters grade 9. By imposing additional requirements on local educational agencies in relation to individualized education programs, the bill would impose a state-mandated local program. This bill contains other related provisions and other existing laws.

[AB 447](#) ([Arambula](#) D) Public postsecondary education: students with disabilities: inclusive college programs.

Current Text: Amended: 6/12/2023 [html](#) [pdf](#)

Current Analysis: 09/02/2023 [Senate Floor Analyses \(text 6/12/2023\)](#)

Introduced: 2/6/2023

Last Amend: 6/12/2023

Status: 9/1/2023-From committee: Do pass. (Ayes 7. Noes 0.) (September 1).

Location: 7/3/2023-S. APPR. SUSPENSE FILE

Calendar: 9/5/2023 #277 SENATE ASSEMBLY BILLS - SECOND READING FILE

Summary: Existing law states the intent of the Legislature that public higher education in California strive to provide educationally equitable environments that give each Californian, regardless of age, economic circumstance, or certain specified characteristics, including mental disability, a reasonable opportunity to develop fully their potential. This bill, subject to an appropriation for its purposes, would expressly authorize the California State University, and request the University of California, to establish and maintain inclusive college programs for students with intellectual and developmental disabilities at 4-year public postsecondary educational institutions, as provided. The bill would request inclusive college programs operated by the California State University, and inclusive college programs operated by the University of California, to do certain things, including, among other things, provide students with a person-centered planning process and the opportunity to pursue an educational credential, including, but not limited to, a degree, certificate, or nondegree credential issued by the institution.

[AB 611 \(Weber D\) Special education: nonpublic, nonsectarian schools or agencies: change in certification status: parental notification.](#)

Current Text: Chaptered: 7/13/2023 [html.pdf](#)

Current Analysis: 06/28/2023 [Senate Floor Analyses \(text 3/28/2023\)](#)

Introduced: 2/9/2023

Last Amend: 3/28/2023

Status: 7/13/2023-Approved by the Governor. Chaptered by Secretary of State - Chapter 64, Statutes of 2023.

Location: 7/13/2023-A. CHAPTERED

Summary: Existing law sets forth a method for providing special education and related services to pupils with exceptional needs. Existing law permits, under certain circumstances, contracts to be entered into for the provision of those services by nonpublic, nonsectarian schools or agencies, as defined. Existing law authorizes a master contract for special education and related services provided by a nonpublic, nonsectarian school or agency only if the school or agency has been certified by the Superintendent of Public Instruction as meeting specified standards. Existing law authorizes the Superintendent to revoke or suspend the certification of a nonpublic, nonsectarian school or agency for specified reasons and requires the Superintendent to notify contracting local educational agencies and the special education local plan area in which the nonpublic, nonsectarian school or agency is located of the determination to suspend or revoke state certification. This bill would require a contracting local educational agency and charter school, within 14 days of becoming aware of any change to the certification status of a nonpublic, nonsectarian school or agency, as provided, to notify parents, as defined, of pupils of the local educational agency or charter school who attend the nonpublic, nonsectarian school or agency of the change in certification status, as specified, and to include in that notice, a copy of certain procedural safeguards. The bill would require those notices to be maintained and made available for inspection upon request of the State Department of Education.

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

Current Text: Amended: 3/6/2023 [html.pdf](#)

Current Analysis: 09/02/2023 [Senate Floor Analyses \(text 3/6/2023\)](#)

Introduced: 2/13/2023

Last Amend: 3/6/2023

Status: 9/1/2023-From committee: Do pass. (Ayes 7. Noes 0.) (September 1).

Location: 8/14/2023-S. APPR. SUSPENSE FILE

Calendar: 9/5/2023 #292 SENATE ASSEMBLY BILLS - SECOND READING FILE

Summary: Existing law requires a local educational agency serving a foster child to allow the foster child to remain at the child's school of origin upon the initial detention or placement, any subsequent change in placement, or the termination of the court's jurisdiction, or pending resolution of a dispute regarding school of origin placement, as provided. Existing law defines "school of origin" as the school that the foster child attended when permanently housed or the school in which the foster child was last enrolled, except as specified. Existing law sets forth a method for providing special education and related services to pupils who are individuals with exceptional needs, as defined. Existing law permits, under certain circumstances, contracts to be entered into for the provision of those services by nonpublic, nonsectarian schools or agencies, as defined. Existing law authorizes a master contract for special education and related services provided by a nonpublic, nonsectarian

school or agency only if the school or agency has been certified as meeting specified standards. Existing law sets forth the certification process and procedures for the nonpublic, nonsectarian schools or agencies that seek certification from the Superintendent of Public Instruction. This bill would, for a foster child who is an individual with exceptional needs, define "school of origin" as also including a certified nonpublic, nonsectarian school. The bill would require, commencing with the 2024–25 school year, a nonpublic, nonsectarian school or agency seeking certification or already certified to agree in writing, for any foster child it serves, to be designated as the school of origin of the foster child and to allow the foster child to continue their education in the school, as specified. This bill contains other existing laws.

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

Current Text: Introduced: 2/17/2023 [html pdf](#)

Current Analysis: 09/04/2023 [Senate Floor Analyses \(text 2/17/2023\)](#)

Introduced: 2/17/2023

Status: 9/1/2023-From committee: Do pass. (Ayes 7. Noes 0.) (September 1).

Location: 7/3/2023-S. APPR. SUSPENSE FILE

Calendar: 9/5/2023 #339 SENATE ASSEMBLY BILLS - SECOND READING FILE

Summary: Existing law authorizes an educational provider, as defined, to use behavioral restraints, which includes physical and mechanical restraints, or seclusion, as defined, only if specified conditions are met, and prohibits an educational provider from using a behavioral restraint or seclusion in certain circumstances. Existing law requires a local educational agency that meets a specified federal definition to collect and, no later than 3 months after the end of a school year, report to the State Department of Education annually on the use of behavioral restraints and seclusion for pupils enrolled in or served by the local educational agency for all or part of the prior school year, as specified. This bill would require those local educational agencies to post that report on their internet websites annually. Because the bill would impose a new requirement on those local educational agencies, the bill would impose a state-mandated local program. This bill contains other related provisions and other existing laws.

AB 1517 (Gallagher R) Special education: special education local plan areas: local plans.

Current Text: Amended: 9/1/2023 [html pdf](#)

Current Analysis: 09/02/2023 [Senate Floor Analyses \(text 9/1/2023\)](#)

Introduced: 2/17/2023

Last Amend: 9/1/2023

Status: 9/1/2023-From committee: Amend, and do pass as amended. (Ayes 7. Noes 0.) (September 1). Read second time and amended. Ordered returned to second reading. **Location:** 9/1/2023-S. SECOND READING

Calendar: 9/5/2023 #225 SENATE ASSEMBLY BILLS - SECOND READING FILE

Summary: Existing law requires the governing board of each school district to adopt a local control and accountability plan, as provided. Existing law requires that certain things occur before a governing board of a school district considers the adoption of a local control and accountability plan or an annual update to the plan, including that the superintendent of the school district present the local control and accountability plan or annual update to the local control and accountability plan to the parent advisory committee, the English learner parent advisory committee, and the student advisory committee, as applicable, for review and comment, as provided. This bill would also require, before a governing board of a school district considers the plan described above, the superintendent of each school district to consult with its special education local plan area administrator or administrators to determine which specific actions are needed to support outcomes on the California School Dashboard when the school district is determined to be in need of differentiated assistance for performance of pupils with disabilities. Because this bill would impose new duties on a superintendent of a school district, the bill would impose a state-mandated program. This bill contains other related provisions and other existing laws.

SB 88 (Skinner D) Pupil transportation: driver qualifications.

Current Text: Amended: 9/1/2023 [html pdf](#)

Current Analysis: 08/21/2023 [Assembly Appropriations \(text 8/14/2023\)](#)

Introduced: 1/17/2023

Last Amend: 9/1/2023

Status: 9/1/2023-From committee: Do pass as amended. (Ayes 11. Noes 4.) (September 1). Read second time and amended. Ordered to second reading.

Location: 9/1/2023-A. SECOND READING

Calendar: 9/5/2023 #129 ASSEMBLY SECOND READING FILE -- SENATE BILLS

Summary: Existing law requires the driver of a school pupil activity bus, as defined, to be subject to the

regulations adopted by the Department of the California Highway Patrol governing schoolbus drivers, except as specified. This bill would place various requirements upon a driver who provides certain transportation services for pupils, including, among others, by requiring these drivers to submit and clear tuberculosis risk assessments, as provided. The bill would require any vehicle used to provide pupil transportation for compensation by a local educational agency, as defined, to be inspected, as specified, and to be equipped with a first aid kit and a fire extinguisher. This bill contains other related provisions and other existing laws.

[SB 323 \(Portantino D\)](#) Comprehensive school safety plans: individualized safety plans.

Current Text: Amended: 9/1/2023 [html](#) [pdf](#)

Current Analysis: 08/21/2023 [Assembly Appropriations \(text 8/14/2023\)](#)

Introduced: 2/6/2023

Last Amend: 9/1/2023

Status: 9/1/2023-From committee: Do pass as amended. (Ayes 11. Noes 0.) (September 1). Read second time and amended. Ordered to second reading.

Location: 9/1/2023-A. SECOND READING

Calendar: 9/5/2023 #142 ASSEMBLY SECOND READING FILE -- SENATE BILLS

Summary: Existing law requires local educational agencies to identify, locate, and assess individuals with exceptional needs and to provide those pupils with a free appropriate public education in the least restrictive environment, with special education and related services as reflected in an individualized education program. Existing law provides that school districts and county offices of education are responsible for the overall development of a comprehensive school safety plan for each of its schools operating a kindergarten or any of grades 1 to 12, inclusive. Existing law requires the schoolsite council or school safety planning committee, before adopting the plan, to hold a public meeting at the schoolsite in order to allow members of the public the opportunity to express an opinion about the plan. Existing law requires the plan to include specified components, including, among other components, disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990. This bill would require those disaster procedures to also include adaptations for pupils with disabilities in accordance with the federal Individuals with Disabilities Education Act and Section 504 of the federal Rehabilitation Act of 1973, and would require the annual evaluation of the comprehensive school safety plan and the annual review of a charter school's school safety plan to also include ensuring that the plan includes appropriate adaptations for pupils with disabilities, as specified. The bill would expressly authorize a school employee, a pupil's parent, guardian, or educational rights holder, or a pupil, after the first evaluation or review for those purposes is conducted, to bring concerns about an individual pupil's ability to access disaster safety procedures described in the comprehensive school safety plan or the school safety plan to the school principal, and would require the school principal, if they determine there is merit to a concern, to direct the schoolsite council, school safety planning committee, or charter school, as applicable, to appropriately modify the comprehensive school safety plan or school safety plan, as applicable, as specified. The bill would also expressly provide that its provisions do not prohibit a school employee, a pupil's parent, guardian, or educational rights holder, or a pupil themselves from bringing their concerns to the school principal before an evaluation or review for those purposes. This bill contains other related provisions and other existing laws.

[SB 354 \(Ochoa Bogh R\)](#) Special education: inclusive education: universal design for learning: inclusive practices.

Current Text: Amended: 9/1/2023 [html](#) [pdf](#)

Current Analysis: 08/14/2023 [Assembly Appropriations \(text 5/18/2023\)](#)

Introduced: 2/8/2023

Last Amend: 9/1/2023

Status: 9/1/2023-From committee: Do pass as amended. (Ayes 15. Noes 0.) (September 1). Read second time and amended. Ordered to second reading.

Location: 9/1/2023-A. SECOND READING

Calendar: 9/5/2023 #148 ASSEMBLY SECOND READING FILE -- SENATE BILLS

Summary: Existing law finds and declares that all individuals with exceptional needs have a right to participate in free appropriate public education and special educational instruction and services for these persons are needed in order to ensure the right to an appropriate educational opportunity to meet their unique needs. Existing law provides that it is the intent of the Legislature that education programs are provided under an approved local plan for special education, as provided. Existing law further provides that it is the intent of the Legislature that appropriate qualified staff are employed, consistent with credential requirements, to fulfill the responsibilities of the local plan. Existing law establishes in state government the Commission on Teacher Credentialing and requires it to adopt standards for the issuance of teaching credentials, as provided. This bill would require the commission, on or before June 30, 2025, to revise its administrative services credential standards and performance expectations to include and strengthen preparation for inclusion, with a focus on, among other things, universal design for learning (UDL), as defined. The bill would require administrator

preparation programs to ensure faculty are prepared in, among other things, UDL and inclusive practices, as defined. This bill contains other related provisions and other existing laws.

[SB 445 \(Portantino D\)](#) Special education: individualized education programs: translation services.

Current Text: Amended: 5/18/2023 [html.pdf](#)

Current Analysis: 08/14/2023 [Assembly Appropriations \(text 5/18/2023\)](#)

Introduced: 2/13/2023

Last Amend: 5/18/2023

Status: 9/1/2023-From committee: Do pass. (Ayes 16. Noes 0.) (September 1).

Location: 8/16/2023-A. APPR. SUSPENSE FILE

Calendar: 9/5/2023 #53 ASSEMBLY SECOND READING FILE -- SENATE BILLS

Summary: Existing law requires local educational agencies to identify, locate, and assess individuals with exceptional needs and to provide those pupils with a free appropriate public education in the least restrictive environment, with special education and related services as reflected in an individualized education program. Existing law requires a local educational agency to initiate and conduct meetings for purposes of developing, reviewing, and revising the individualized education program of each individual with exceptional needs in accordance with federal law. Existing law requires the local educational agency to take any action necessary to ensure that the parent of the individual with exceptional needs understands the proceedings at a meeting, including arranging for an interpreter for parents with deafness or whose native language is a language other than English. Existing law defines "parent" for purposes of these provisions to mean a biological or adoptive parent, a foster parent, a guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child, an individual acting in the place of a biological or adoptive parent, or a surrogate parent, as specified. Existing law requires that a person who meets the definition of "parent," except for a surrogate parent, be determined to be the "parent" for purposes of these provisions if there is a judicial decree or order identifying that person, as specified. This bill would revise the definition of "parent" to specify that it also includes the educational rights holder and the conservator of a child. The bill would instead require that a person who meets the definition of "parent," including all categories of people included in that definition, be determined to be the "parent" for purposes of these provisions if there is a judicial decree or order identifying that person, as specified. This bill contains other related provisions and other existing laws.

[SB 483 \(Cortese D\)](#) Pupil rights: prone restraint.

Current Text: Introduced: 2/14/2023 [html.pdf](#)

Introduced: 2/14/2023

Status: 5/5/2023-Failed Deadline pursuant to Rule 61(a)(3). (Last location was ED. on 2/22/2023) (May be acted upon Jan 2024)

Location: 5/5/2023-S. 2 YEAR

Summary: Existing law prohibits a person employed by or engaged in a public school from inflicting, or causing to be inflicted, corporal punishment upon a pupil. Existing law prohibits the use of certain restraint and seclusion techniques. Existing law authorizes staff trained in prone containment to use the procedure on a pupil who is an individual with exceptional needs in a public school program as an emergency intervention. If prone restraint techniques are used, existing law requires a staff member to observe the pupil for any signs of distress throughout the use of prone restraint. This bill instead would prohibit the use of prone restraint, defined to include prone containment, by an educational provider. The bill would also prohibit the use of prone restraint, including prone containment, on a pupil who is an individual with exceptional needs in a public school program.

[SB 499 \(Menjivar D\)](#) School facilities: School Extreme Heat Action Plan Act of 2023.

Current Text: Amended: 5/18/2023 [html.pdf](#)

Current Analysis: 08/14/2023 [Assembly Appropriations \(text 5/18/2023\)](#)

Introduced: 2/14/2023

Last Amend: 5/18/2023

Status: 9/1/2023-September 1 hearing: Held in committee and under submission.

Location: 8/16/2023-A. APPR. SUSPENSE FILE

Summary: Existing law, the California Child Day Care Facilities Act, provides for the licensure and regulation of child daycare facilities, daycare centers, and family daycare homes by the State Department of Social Services. The act exempts from its provisions certain types of these facilities and certain programs, including, among others, a California state preschool program operated by a local educational agency under contract with the State Department of Education and that meets specified conditions and operates in a school building. Existing law requires the governing board of any school district to, among other things, repair its school property. This bill, the School Extreme Heat Action Plan Act of 2023, would, among

other things, require all schoolsites, as defined, the next time outdoor surfaces are resurfaced or replaced at the schoolsite, to replace low specific heat surfaces, such as cement, asphalt, brick, pebbles, sand, aggregates, rubber, and synthetic turf, with high specific heat surfaces, such as cool pavement technologies, natural grass, shrubs, trees, wood chips, or other natural systems that mitigate heat and pollution, as provided. The bill would require all schoolsite decisionmaking personnel involved in the replacement or resurfacing of outdoor surfaces at a schoolsite to be trained in extreme heat mitigation measures. By imposing additional duties on local educational entities, the bill would impose a state-mandated local program. This bill contains other related provisions and other existing laws.

SB 509 (Portantino D) School employee and pupil training: youth mental and behavioral health: mental health education.

Current Text: Amended: 8/14/2023 [html.pdf](#)

Current Analysis: 08/21/2023 [Assembly Appropriations \(text 8/14/2023\)](#)

Introduced: 2/14/2023

Last Amend: 8/14/2023

Status: 9/1/2023-From committee: Do pass. (Ayes 16. Noes 0.) (September 1).

Location: 8/23/2023-A. APPR. SUSPENSE FILE

Calendar: 9/5/2023 #60 ASSEMBLY SECOND READING FILE -- SENATE BILLS

Summary: Existing law, subject to an appropriation, requires the State Department of Education to recommend best practices and identify training programs for use by local educational agencies that serve pupils in any of grades 7 to 12, inclusive, to address youth behavioral health, on or before January 1, 2023, as provided. Existing law requires the department to ensure that each identified training program, among other requirements, provides instruction on recognizing the signs and symptoms of youth behavioral health disorders, including common psychiatric conditions and substance use disorders. This bill would delete the term "common" and replace "use" with "abuse" for purposes of that instruction requirement. The bill would, subject to an appropriation, require the department to, on or before January 1, 2025, recommend best practices and identify training programs for use by local educational agencies serving pupils in kindergarten or any of grades 1 to 6, inclusive, to address youth behavioral health for those pupils, as provided. The bill would require, on or before July 1, 2027, local educational agencies serving pupils in any of grades 7 to 12, inclusive, to certify to the department that 40% of its classified employees and 100% of its certificated employees, who serve and have direct contact with pupils in any of grades 7 to 12, inclusive, at school, have received the above-described youth behavioral health training, as specified. The bill would prohibit the training in youth behavioral health to be a condition of employment or hiring. By imposing training certification duties on local educational agencies, the bill would impose a state-mandated local program. This bill contains other related provisions and other existing laws.

SB 691 (Portantino D) Dyslexia risk screening.

Current Text: Introduced: 2/16/2023 [html.pdf](#)

Current Analysis: 04/07/2023 [Senate Appropriations \(text 2/16/2023\)](#)

Introduced: 2/16/2023

Status: 5/19/2023-Failed Deadline pursuant to Rule 61(a)(5). (Last location was APPR. SUSPENSE FILE on 4/10/2023)(May be acted upon Jan 2024)

Location: 5/19/2023-S. 2 YEAR




Summary: Existing law requires the Superintendent of Public Instruction to develop program guidelines for dyslexia to be used to assist regular education teachers, special education teachers, and parents to identify and assess pupils with dyslexia, as provided. Existing law requires a pupil who is assessed as being dyslexic and meets specified eligibility criteria to be entitled to special education and related services. This bill would require, on or before June 30, 2024, the State Board of Education to establish an approved list of evidence-based culturally, linguistically, and developmentally appropriate screening instruments to be used by a local educational agency, as defined, to screen pupils for risk of dyslexia, as provided. The bill would require, commencing with the 2024–25 school year, and annually thereafter, a local educational agency serving pupils in any of the grades kindergarten to grade 2, inclusive, to screen each pupil in those grades for risk of dyslexia by using the screening instrument or instruments identified above, as provided. The bill would require results from the screening, among other things, to be made available to a pupil's parent or guardian in a timely manner, but no more than 45 calendar days from administering the screening. The bill would require a local educational agency to provide a pupil identified as being at risk of dyslexia with evidence-based literacy instruction, progress monitoring, and early intervention in the regular general education program. By expanding the duties of a local educational agency, the bill would impose a state-mandated local program. This bill contains other related provisions and other existing laws.

7.2 SEIS Transition 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: September 20, 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:

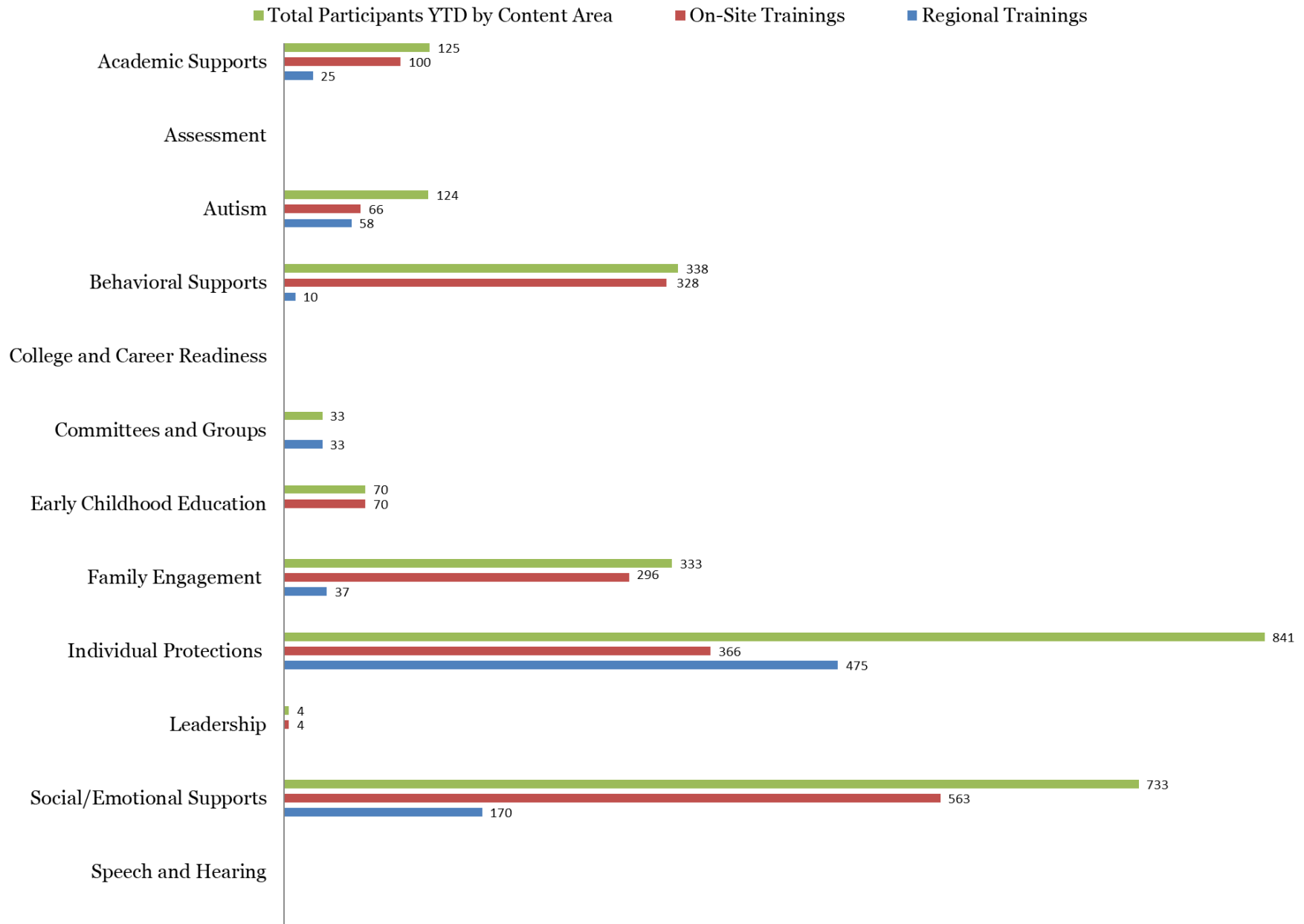
- Screening, Assessment, Referral and Treatment (SART)
- Early Identification Intervention Services (EIS)
- School-Age Treatment Services (SATS)
- Student Assistance Program (SAP)
- Speech and occupational therapy

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

DMSELPA PROFESSIONAL LEARNING PARTICIPATION SUMMARY

JULY & AUGUST 2023 PARTICIPANTS - 2,601

2,601 YEAR-TO-DATE PARTICIPANTS



Save

THE

DATE!

Professional
Learning Opportunity



Special Education Directors' Training

Special education directors will participate in trainings focusing on the needs or interests in the area of special education research, programs, or legal compliance.

October 20, 2023 | 12:00 - 2:00pm | <https://sbcss.k12oms.org/52-238485>

February 23, 2024 | 12:00 - 2:00pm | <https://sbcss.k12oms.org/52-238487>

April 19, 2024 | 12:00 - 2:00pm | <https://sbcss.k12oms.org/52-238488>

Get in **Touch**

Phone: (760) 955-3552

Email: Letitia.Macaraeg@cahelp.org

San Bernardino County District Attorney's Office
Jacquelyn Rodriguez, Public Affairs Officer



#ActNow - Fentanyl Awareness

Learn about the new era of illicit drug sales and distribution, identify the signs of substance abuse, and the justice system's response in San Bernardino County.

Thursday, November 16, 2023

CAC Reps Business Meeting 4:30 - 5:00 p.m. | Presentation 5:00 - 6:00 p.m.

REGISTRATION

Register on OMS (URL: <https://sbcsc.k12oms.org/238478>) or scan a QR code for registration.



LOCATION

Virtual. A zoom link will be sent out prior to the meeting.

COST

Free to attend.

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

Email: Letitia.Macaraeg@cahelp.org

Phone: (760) 955-3573



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.

Get in Touch

Address :17800 Highway 18, Apple Valley, CA 92307

Phone :(760) 955-3625

Email : cory.lopez@cahelp.org

Website : www.cahelp.org



THE 2024 CAHELP IMTSS SYMPOSIUM

SAVE

THE DATE

**21
FEB**

**RECONNECTING THE DOTS:
EMPOWERING STUDENTS & EDUCATORS**

FOR SUCCESS

Desert Mountain SELPA
Due Process Summary
July 1, 2022 - June 30, 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	6	23	0	0	2	1	3	0	0
Apple Valley USD	0	3.5	10	5	5	6	29.5	1	0	2	0	3	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	1	5	0	0	1	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	0	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	2	0	0	1	0	0	0	0
Snowline USD	2	8.5	7	2	3	1	23.5	0	0	0	0	1	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	10	30.5	2	2	0	0	5	1	1
Victor Valley Union High SD	4	8.5	6.5	10	6	2	37	0	0	1	0	1	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	1	1	1	5.5	0	1	0	0	0	1	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	28	39	59	35.5	40	33	228.5	2	3	10	1	15	2	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 Summary
July 1, 2023 - August 31, 2023

DISTRICT								CASE ACTIVITY FOR CURRENT YEAR					Hearing	Filed on Parent
	18/19	19/20	20/21	21/22	22/23	23/24	Total	D/W	Resolution Active	Resolution Settled	Mediation Active	Mediation Settled		
Adelanto SD	3.5	3	3.5	4	6	0	20	0	0	0	0	0	0	0
Apple Valley USD	3.5	10	5	5	6	1	30.5	0	1	0	0	0	0	0
Baker USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Barstow USD	2	0	1	1	1	0	5	0	0	0	0	0	0	0
Bear Valley USD	0	0	1	1	1	1	4	0	1	0	0	0	0	0
Helendale SD	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hesperia USD	7	17.5	7	12	3	0	46.5	0	0	0	0	0	0	0
Lucerne Valley USD	1.5	0	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	2	0	1	0	0	3	0	0	0	0	0	0	0
Silver Valley USD	0	0	1	0	1	1	3	0	0	0	1	0	0	0
Snowline USD	8.5	7	2	3	1	1	22.5	0	1	0	0	0	0	0
Trona USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Victor Elementary SD	0	7	1	6	10	0	24	0	0	0	0	0	0	0
Victor Valley Union High SD	8.5	6.5	10	6	2	2	35	0	2	0	0	0	0	0
Desert/Mountain OPS	3	2	1	0	0	0	6	0	0	0	0	0	0	0
Excelsior Education Center	0.5	2	0	1	1	0	4.5	0	0	0	0	0	0	0
Health Sciences HS & MS	0	1	1	0	0	0	2	0	0	0	0	0	0	0
Lewis Center - AAE	1	1	1	0	1	0	4	0	0	0	0	0	0	0
Lewis Center - Norton	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELPA-WIDE TOTALS	39	59	34.5	40	33	6	211.50	0	5	0	1	0	0	0

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, 2023 - August 31, 2023

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
1. SVUSD Case no. 2023070703	Denial of FAPE 1. Failure to implement the IEP 2. Inappropriate offer of FAPE 3. Lack of ed benefit 4. Failure to facilitate parent participation and appropriate IEP team members.	7/2/2023	8/2/2023	9/28/2023	9/6-7/2023	8/2/23 - Concerns with location of provision of services. Reviewing IEE at upcoming IEP.		
2. AVUSD Case no. 2023080387	Denial of FAPE 1. Failure to implement the IEP 2. Failure to provide comparable services upon transfer. 3. Lack of Ed Benefit 4. Failure to provide timely assessments 5. Failure to timely respond to the parent request for IEE	8/8/2023	8/17/2023 9/5/2023		9/26-28/2023			
3. VVUHSD Case no. 2023080453	Denial of FAPE by failing to provide: 1. Appropriate placement 2. Progress on goals 3. Appropriate ITP 4. Academic supports and services Violated parent rights by: 1. Predetermining students needs 2. Failure to provide full copy of records	8/17/2023	8/25/2023		10/3-5/2023	8/25/23 - 38 weeks enrolled in VVUHSD. Super senior behind in credits. Missing information from transfer of records. Will go to mediation.		

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2023 - August 31, 2023

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
<p style="text-align: center;">4. SJUSD Case no. 2023080600</p>	Denial of FAPE Lack of Ed Benefit 1. Reading goals 2. Math goals 3. Writing goals Failure to provide research based remediation 1. Reading 2. Writing 3. Math Failure to assess 1. FBA 2. ERMHS Failure to provide 1:1 Employing negative behavior reinforcement practices.	8/18/2023	9/7/2023		10/10-12/2023			
<p style="text-align: center;">5. VUUSD Case no. 2023080895</p>	Denial of FAPE 1. Failure to timely provide comprehensive assessments 2. Lack of Ed Benefit Denial of meaningful parent participation 1. Predetermination 2. Failure to provide complete records	8/23/2023	9/6/2023		10/10-12/2023			

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2023 - August 31, 2023

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
6. BVUSD Case no. 2023	Denial of FAPE 1. Academics 2. SPL 3. Soc. Emotional 4. Behavior Failure to assess 1. OT 2. SPL 3. FBA Impeded parent participation 1. Lack of full team	8/30/2023	9/13/2023		10/10-12/2023			

Desert Mountain SELPA
Legal Expense Summary
As reported at steering August 18, 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	\$391,662.84
2023-2024	\$43,746.77

Alternative Dispute Resolution (ADR) Training Opportunities

You are cordially invited to participate in the following Alternative Resolution (ADR) virtual trainings, which focus on improving communication, facilitation skills, negotiation techniques, and understanding of parents' perspectives. These skills and knowledge can be used to improve relationships with parents and can be utilized during difficult IEP meetings, parent conferences, when working with advocates, and in other general settings.

Presented By

Karina Quezada, Psy.D., Program Specialist

Date

September 28, 2023 Collaborative IEP
October 26, 2023 Facilitated IEP
November 30, 2023 Meaningful Parent Participation

Time

Training time 2:00 - 4:00 p.m.

Location

Virtual training: A link will be sent to each participant closer to the training date. This training may be recorded.

Audience

General and special education teachers, site administrators, speech-language pathologists, and school psychologists.

Cost

Desert Mountain SELPA and Charter SELPA members \$0.00; non-member participants \$25.00

Special Accommodations

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

Registration

Collaborative IEP: Aligning the Sun, the Moon, and the Stars September 28, 2023

In this course, participants will gain an understanding of the collaborative IEP process including such cornerstones as developing effective agendas, setting the stage for collaboration, building consensus, and working through challenges. Participants will learn the basics of principled negotiations and learn tools for effective communication. Self-care amid conflict will also be discussed.

Please [register online](#)

(URL: <https://sbcss.k12oms.org/52-238811>)

The Art of Facilitating IEP Meeting October 26, 2023

Facilitation is the process by which an individual assists an IEP team with communication and problem-solving strategies so that the IEP team can develop an educational program that is child-focused while maintaining positive work relationships. The focus of this training is to help participants learn facilitation techniques so that they can become neutral facilitators when requested to facilitate an IEP meeting. The role of the facilitator, the stages of facilitation, crucial communication and listening skills, and systematic problem solving will be discussed in this training.

Please [register online](#)

(URL: <https://sbcss.k12oms.org/52-238834>)

The Meaningful Parent Participation November 30, 2023

Assisting parents in understanding the IEP process, educational jargon, and their role as meaningful IEP team members will pave the way for building and maintaining relationships and will result in more effective IEP meetings. Participants will gain an appreciation for the benefits that parent involvement can bring to the school; increase knowledge of how to develop a genuine partnership with parents; understanding the legal requirements under IDEA; and develop the ability to have collaborative IEP meetings among all stakeholders.

[Register online](#)

(URL: <https://sbcss.k12oms.org/52-238836>)

Get in Touch

Address : 17800 Highway 18, Apple Valley, CA 92307

Phone : (760) 955-3592

Email : Julie.Wheeler@cahelp.org

Website : www.cahelp.org

**Desert Mountain SELPA & Desert Mountain Charter SELPA
California Department of Education (CDE) Compliance
September 2023**

Compliance and Improvement Monitoring Process (CIM)

Significant Disproportionality

CIM for Comprehensive Coordinated Early Intervening Services (CCEIS)

CIM Step One:	Gather and Inquire	Due Date: June 30,2023
CIM Step Two:	Investigate	Due Date: September 30, 2023
CIM Step Three:	Plan	Due Date: November 30, 2023
CIM Step Four:	Implementation	April 10, 2024-October 10, 2025

Intensive Monitoring Levels 1, 2, 3

CIM Step One:	Gather and Inquire	Due Date: June 30, 2023
CIM Step Two:	Investigate	Due Date: September 30, 2023
CIM Step Three:	Plan	Due Date: November 30. 2023
CIM Step Four:	Implementation	April 10, 2024-January 10, 2026

Targeted Monitoring Levels 1, 2, 3

CIM Step One:	Gather and Inquire	Due Date: June 30, 2023
CIM Step Two:	Investigate	Due Date: September 30, 2023
CIM Step Three:	Planning	Due Date: November 30, 2023

CDE Changes: Cyclical Monitoring for Small School

Year 1: Cycle A 2022 - CDE will continue to work with LEAs 2023-2024

Cycle B – CDE has not selected LEAs, projected to identify LEAS in August/September 2024

Number of Late IEPs

Desert Mountain SELPA	28
Desert Mountain Charter SELPA	228

Desert Mountain SELPA
Non-Public Schools (NPS) & Non-Public Agencies (NPA)
September 2023

NPS:

Academy for the Advancement of Children with Autism - 1 Student

Beach Cities Learning (Pending) - 0

Desert View School - 49 Students

Dynamic Hope Schools (Formerly Bright Futures) - 41 Students

ECE 4 Autism - 1 Student

Frostig School - 1 Student

The Prentice School - 1 Student

Residential Treatment Centers (8 students placed):

Devereux - Florida: (1) Adelanto, (1) Barstow, (1) Hesperia

Provo Canyon School - Utah: (1) Silver Valley, (1) VVUHSD

Oak Grove Center - California: (1) Lucerne, (1) VESD, (1) VVUHSD

Pending Referrals (5):

(1) AVUSD, (1) Hesperia, (2) VESD, (1) VVUHSD

Support Staff:

Jennifer Holbrook, Office Specialist II

Direct: (760) 955-3559 | Main Office: (760) 552-6700

NPA:

We currently hold Master Contracts with 19 different NPA to service students with special needs.

Support Staff:

Nicole Langley, Office Specialist II

Direct: (760) 955-3551 | Office: (760) 552-6700



CAHELP Prevention and Intervention Presents

An Evening of Celebration PBIS Recognition Event 2023

We cordially invite you to join us for an evening
of refreshments and celebration.

We will be recognizing local school sites that have
demonstrated dedication and commitment
in implementing PBIS to support their students, staff,
families, and communities.

Date: Wednesday, October 4, 2023

Hours: 5:00 - 7:00 p.m.

Place: 17800 Highway 18, Apple Valley

Please Register on OMS

(URL: <https://sbcss.k12oms.org/52-238212>)

California Association of Health and
Education Linked Professions

SB 114 Education Omnibus Budget Trailer Bill

\$4,000,000 each fiscal year, from the 2023–24 fiscal year to the 2027–28 fiscal year, inclusive, and would require grant recipients of those funds to provide, by July 1, 2026, a preliminary report, and, by January 1, 2029, a final report, of specified information to the department, as provided.

(45) Existing law requires the Superintendent to develop program guidelines for dyslexia to be used to assist regular education teachers, special education teachers, and parents to identify and assess pupils with dyslexia, as provided.

This bill would require the state board to appoint an independent panel of experts on or before January 31, 2024, to create an approved list of screening instruments for assessing pupils in kindergarten and grades 1 and 2 for risk of reading difficulties, as provided. The bill would require the panel to approve the list of screening instruments on or before December 31, 2024, and would require the governing board or body of a local educational agency serving pupils in kindergarten or grades 1 or 2 to adopt one or more screening instruments from the list on or before June 30, 2025. The bill would require a local educational agency serving pupils in kindergarten or grades 1 or 2 to, commencing no later than the 2025–26 school year, and annually thereafter, assess each pupil in those grades using the adopted screening instrument, except as provided. If a pupil is identified as being at risk of having reading difficulties after being screened pursuant to these provisions, the bill would require the local educational agency to provide the pupil with supports and services, as provided. By imposing additional requirements on local educational agencies, this bill would create a state-mandated local program. The bill would appropriate \$1,000,000 to the Superintendent for the state board to appoint the panel for the purpose of creating an approved list of screening instruments.

(46) Existing law requires each special education local plan area to administer local plans, as provided. Existing law prohibits the governing board of a school district, from July 1, 2020, to July 1, 2024, inclusive, from electing to submit a local plan for the education of all individuals with exceptional needs residing in the district for the purpose of creating a single district special education local plan area, as provided.

This bill would extend that prohibition by 2 years until July 1, 2026. The bill would require the Superintendent to post all local plans submitted by each special education local plan area on the department's internet website.

Existing law requires, commencing with the 2023–24 fiscal year and for each fiscal year thereafter, the Superintendent to determine the base grant funding for each special education local plan area, as provided.

This bill would require, for the 2023–24 fiscal year, each special education local plan area to, at minimum, allocate special education funding to all of its member local educational agencies equal to the total sum of base

grant funding allocated to all of its member local educational agencies in the 2022–23 fiscal year multiplied by the sum of one plus a certain inflation factor for the 2023–24 fiscal year, and then multiplied by the sum of one plus the percent change in funded average daily attendance of its member local educational agencies from the 2022–23 fiscal year to the 2023–24 fiscal year, as provided. To the extent this imposes additional duties on a special education local plan area, this bill would impose a state-mandated local program.

(47) Existing law states the intent of the Legislature to provide a system of assessments of pupils that has the primary purposes of (A) assisting teachers, administrators, and pupils and their parents, (B) improving teaching and learning, and (C) promoting high-quality teaching and learning using a variety of assessment approaches and item types. Existing law requires the department to acquire, and offer at no cost to local educational agencies, certain interim assessment tools for pupils in kindergarten and any of grades 1 to 12, inclusive, and requires those interim assessments to be designed to provide timely feedback to teachers to improve instruction, for communication with pupils’ parents or guardians, and for identifying teachers’ professional development goals. Existing law prohibits the results of these interim assessments from being used for any high-stakes purpose, including, among other specified uses, school staff evaluations or pupil grade promotion or retention.

This bill would apply those purposes and that prohibition instead to any interim assessments offered by the department to local educational agencies.

(48) Existing law establishes the California Longitudinal Pupil Achievement Data System (CalPADS), which is maintained by the department and consists of pupil data from elementary and secondary schools, as specified, relating to, among other things, demographic, program participation, enrollment, and statewide assessments. Existing law requires the system to be used to accomplish specified goals and requires local educational agencies, in order to comply with federal law, to retain individual pupil records for each test taker, as provided.

This bill would require local educational agencies, in order to accomplish those specified goals and to comply with the requirement to retain individual pupil records for each test taker, to submit data according to the processes and timelines established by the department, as provided. By imposing new duties on local educational agencies, the bill would impose a state-mandated local program.

(49) Existing law authorizes the California College Guidance Initiative (CCGI) to provide its services to all California school districts. Existing law requires the department to ensure that the notifications provided by local educational agencies, as required by the federal Family Educational Rights and Privacy Act of 1974, include appropriate content related to how CalPADS and CCGI data will be used, as provided.

Marina Gallegos

From: Heidi Chavez
Sent: Friday, July 7, 2023 5:49 AM
To: Marina Gallegos
Cc: Pamela Bender
Subject: Fwd: Finance Committee Follow Ups and Updates

Follow-up email from yesterday session.

Have a great day!
Heidi

From: SELPA Mail-Q: Anthony Rebelo <system@listserv.cc>
Sent: Thursday, July 6, 2023 5:57:18 PM
To: Heidi Chavez <Heidi.Chavez@cahelp.org>
Subject: Finance Committee Follow Ups and Updates

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

Good Evening Friends,

A few follow ups from our finance committee discussion this afternoon around the TBL...

- The TBL **only** applies to the base rate (Section B) which means that all other funding sections (including property taxes) **are not** included in this language/calculation.
 - Remember that when we are looking at the AB602 exhibit in its entirety, there are multiple sections. The trailer bill language only applies to Section B - Base Grant. The other sections which are not identified in the TBL cover the following areas:
 - Section C - ERAF, property taxes, etc.
 - Section D - RS/PS and NSS RS/PS (Necessary Small and Sparse)
 - Section E - Low Incidence
 - Section F - OOHC
 - Section G - Extraordinary Cost Pool (as appropriate)
 - **Circling back...**the 22-23 allocation calculation for the purposes of the TBL **only** applies to **Section B**.
- The TBL will only apply to 23-24 funding and should not be applied to any recertification processes.

Thanks everyone!

Anthony Rebelo, Ph.D.
Assistant Superintendent
Trinity County SELPA
530-623-2861
www.selpa.info

Desert Mountain SELPA
 SB 114 Special Education Omnibus Budget Trailer Bill
 2022-23 vs 2023-24 SPED Funding Preliminary Calculation

	A	B	C	D	E	F
LEA	2022-23 P-2 Certified Funded ADA	2023-24 P-2 Estimated ADA	+/- ADA (Column B - Column A)	Percent Change in ADA by LEA	2022-23 P-2 Certified AB602 Base Grant Funding	8.22% 2022-23 P-2 Certified + COLA Column E x 8.22%
1 County Operated Programs	99.99	99.99	-	0.000000%	74,553	80,681
2 Academy for Academic Excellence	1,393.60	1,378.11	(15.49)	-1.111510%	1,039,070	1,124,482
3 Norton Science and Language Academy	1,042.83	1,114.14	71.31	6.838123%	777,536	841,449
4 Adelanto Elementary	7,753.67	6,979.67	(774.00)	-9.982370%	5,781,148	6,256,358
5 Apple Valley Unified	12,603.31	12,265.48	(337.83)	-2.680486%	9,397,047	10,169,484
6 Baker Valley Unified	122.35	122.35	-	0.000000%	91,224	98,723
7 Barstow Unified	6,047.25	5,674.41	(372.84)	-6.165447%	4,508,839	4,879,465
8 Bear Valley Unified	2,230.59	1,940.61	(289.98)	-13.000148%	1,663,131	1,799,841
9 Excelsior Charter School	2,256.22	2,256.22	-	0.000000%	1,682,241	1,820,521
10 Excelsior Charter School Corona-Norco	132.15	132.15	-	0.000000%	98,531	106,631
11 Health Sciences High and Middle College	578.00	537.91	(40.09)	-6.935986%	430,958	466,382
12 Helendale Elementary	1,088.23	1,062.49	(25.74)	-2.365309%	811,386	878,082
13 Hesperia Unified	21,018.78	20,771.44	(247.34)	-1.176757%	15,671,634	16,959,842
14 Lucerne Valley Unified	943.12	943.12	-	0.000000%	703,192	760,994
15 Needles Unified	998.92	884.45	(114.47)	-11.459376%	744,796	806,019
16 Oro Grande Elementary	5,439.36	5,439.36	-	0.000000%	4,055,595	4,388,965
17 Silver Valley Unified	2,040.89	1,806.97	(233.92)	-11.461666%	1,521,691	1,646,774
18 Snowline Joint Unified	7,363.27	7,363.27	-	0.000000%	5,490,065	5,941,349
19 Trona Joint Unified	267.23	218.30	(48.93)	-18.310070%	199,247	215,625
20 Victor Elementary	12,369.98	11,485.99	(883.99)	-7.146252%	9,223,076	9,981,213
21 Victor Valley Union High	11,340.36	11,312.16	(28.20)	-0.248669%	8,455,390	9,150,423
22 Total	97,130.10	93,788.59	(3,341.51)	-3.440241%	72,420,349	78,373,302

Desert Mountain SELPA
 SB 114 Special Education Omnibus Budget Trailer Bill
 2022-23 vs 2023-24 SPED Funding Preliminary Calculation

	G	H	I
LEA	2023-24 P-2 Estimated AB602 Base Grant Funding	2023-24 Funding Requirement w/ADA Factor Applied Column F * Column D	+/- AB602 Base Grant Funding in Excess of Requirement
1 County Operated Programs	80,864	80,681	183
2 Academy for Academic Excellence	1,114,504	1,111,983	2,520
3 Norton Science and Language Academy	901,026	898,988	2,038
4 Adelanto Elementary	5,644,591	5,631,826	12,765
5 Apple Valley Unified	9,919,325	9,896,893	22,432
6 Baker Valley Unified	98,947	98,723	224
7 Barstow Unified	4,589,002	4,578,624	10,378
8 Bear Valley Unified	1,569,408	1,565,859	3,549
9 Excelsior Charter School	1,824,648	1,820,521	4,126
10 Excelsior Charter School Corona-Norco	106,872	106,631	242
11 Health Sciences High and Middle College	435,018	434,034	984
12 Helendale Elementary	859,256	857,313	1,943
13 Hesperia Unified	16,798,255	16,760,266	37,989
14 Lucerne Valley Unified	762,719	760,994	1,725
15 Needles Unified	715,271	713,654	1,618
16 Oro Grande Elementary	4,398,913	4,388,965	9,948
17 Silver Valley Unified	1,461,331	1,458,026	3,305
18 Snowline Joint Unified	5,954,815	5,941,349	13,467
19 Trona Joint Unified	176,543	176,144	399
20 Victor Elementary	9,288,937	9,267,930	21,007
21 Victor Valley Union High	9,148,357	9,127,668	20,689
22 Total	75,848,601	75,677,071	171,530

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

Early Intervention Preschool Grants FAQs



BY ANJANETTE PELLETIER

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posted August 31, 2023

The Early Intervention Preschool Grant (EIPG), Resource 6547, is an ongoing \$260 million per year for school districts serving preschool (Pre-K) students.

How are EIPG funds generated?

These supplemental funds are generated by counting first grade students served by school districts in special education. The total grant amount of \$260 million is distributed to school districts based on the current-year Census Day count of first graders with Individual Educational Programs (IEPs).

What are the guidelines for allowable use of EIPG funds?

To summarize, the funding has the following allowable uses:

1. Early intervention services for pupils that are not meeting age-appropriate developmental milestones and are at risk of being identified as eligible for special education and related services
2. Support for Pre-K children with exceptional needs which the district has determined will positively impact a young child
3. Supporting inclusive educational practices, strategies, and activities to ensure a pupil's right to placement in the least restrictive educational environment (LRE)
4. Wraparound services for Pre-K children with exceptional needs not required by federal or state law
5. Professional development for preschool staff on evidence-based practices to build capacity to provide education in more inclusive settings; on the development of physical, social, emotional, and academic skills; and on developing appropriate IEPs for Pre-K children in the LRE

Which pupils are included in the allowable use of EIPG funds?

The funds are intended to support infants, toddlers, and Pre-K pupils from birth to five years of age, inclusive, who are at risk of needing special education, were not eligible for special education, or who may benefit from support and services beyond what is required under law on their special education plan.

Can local educational agencies use EIPG for transitional kindergarten (TK) or kindergarten (K)?

No. Funds cannot be used to support students who are in TK or K. Although the age levels overlap, the grant is clear that programs serving students enrolled in TK or K are excluded from use of the EIPG funds. For the purposes of the EIPG, a Pre-K child with exceptional needs is a child between three and five years of age, inclusive, who has been identified as eligible for and is receiving IEP services, except those enrolled in a K or a TK program. It further clarifies TK includes the first year of a two-year K program using a modified K curriculum that is age and developmentally appropriate.

How does the district receive these funds?

Funds are paid through the Principal Apportionment. Principal Apportionment amounts are calculated three times for each fiscal year: the First Principal Apportionment (P-1) is certified by February 20, the Second Principal Apportionment (P-2) is certified by June 25, and the Annual calculation is certified by February 20 of the following year (with that year's P-1 certification).

Will use of EIPG impact the district's maintenance of effort (MOE) obligation?

As with all expenditures that could be coded to special education, the MOE obligation will be impacted if districts use Goal 5xxx when expending these funds. As there is specific supplement language in the legislative intent, districts should consider whether use of these funds is appropriately coded as a special education expenditure and could keep expenditures out of the MOE obligation by using general education coding even if some or many students with IEPs are impacted by the programmatic changes or improvements.

Can a district use these funds for existing special education Pre-K programs?

The grant language includes four specific allowable uses for eligible Pre-K students currently receiving services on an IEP:

1. One-time programs, services, or resources that may not be medically or educationally necessary or required by an IEP or in an individualized family support plan, which the district has determined will have a positive impact on a young child
2. Strategies to improve outcomes, including inclusive educational programming that ensures the right to placement in the LRE
3. Wraparound services, or integrated services and supports that address a child's holistic needs, including, but not limited to, academic, health, and social services not required by federal or state law
4. Expansion of inclusive practices to ensure pupils have access to learn in the LRE

The Education Code for the EIPG states, "The funds allocated pursuant to this section shall supplement existing special education resources currently required to be provided pursuant to federal and state law and promote a targeted focus on services and supports being offered in inclusive settings, to the extent practicable." Districts should consider this supplement language when determining which supports and

activities will be provided that are not required in the IEPs of currently served students. It seems clear that using the EIPG funds to directly offset local General Fund contributions to existing special education Pre-K programs would not meet the grant's parameters.

Do the words "to the extent practicable" create enough wiggle room that these funds could be used for anything that does not supplant existing special education resources (i.e., unrestricted)?

The intent of the EIPG is for preventative, early intervention, and supplemental activities that could prevent the need for special education or improve the impact of special education services beyond what is required by law. Given the broad range of flexibility for activities under the grant, it would be unusual to not be able to use the funds in a way that would align with the grant's intent.

As with any legislative intent language, there are always potential loopholes, strategies, or procedures a district could choose to use locally, depending on the philosophy, risk tolerance, or concern about audits, ethics, or morals. If districts work with a focus on students, finding ways around the intended use of these funds is not needed, as the decisions districts make will benefit pupils and improve local programs.

How are other districts using these funds?

Many districts are using these funds to shore up the early intervention components of a Multi-Tiered System of Support (MTSS). This could mean offering small group opportunities for Pre-K students who could benefit but are not yet in a program, or offering pre-IEP support to see if interventions have an impact making an IEP not necessary.

Some districts are offering MTSS Pre-K, which includes screening high-risk students and providing access to the full Pre-K program, without an IEP, and include them in all the services offered in those settings. These students could receive speech support for fluency or articulation, language development support, play and behavior support access, exposure to the academic setting, etc. Many of these Pre-K attendees are not formally assessed, and are not on an IEP, nor a 504 plan.

If three-year-old children are referred from early start, but do not qualify for school-age special education services, some districts are offering them enrollment in a program using the EIPG. The thinking is that the provision of continued early intervention (typically speech and some academic environment time) will reduce the need for special education in TK/K.

Another set of innovative practices is to use the funds to run a weeklong bootcamp for transitioning Pre-K children the week prior to TK/K starting, to offer an enrichment program for Pre-K students aligned with extended school year (ESY) or after school programs, or to offer Pre-K students with IEPs a summer program, even if they are not eligible for ESY.

A creative option is to offer speech and occupational therapy consultation services to the staff at local community Pre-K settings where districts have partnerships. The related services professionals can observe classroom environments, make recommendations for preventative activities to the staff at those programs,

or those specialists could provide periodic hands-on support in those environments.

As noted in the professional development section of the grant uses, providing training and capacity building to every preschool aide, teacher, and administrator is a core allowable activity. Districts are then inviting others to these trainings, whether it is TK teachers or community practitioners, to build relationships, share knowledge, and reduce referrals. Behavior support training is a high value and high benefit training that can be offered on demand virtually or to small groups watching together and can benefit students placed in all Pre-K environments.

The EIPG funds can also be used for facilities improvements that ensure inclusive programming and practices. Remodeling, upgrading, and otherwise making preschool spaces accessible for all levels of ability, and ensuring appropriate materials and supplies are available are approved uses for these funds. Ideas include flexible seating options, obtaining copies of the TK curriculum for the Pre-K teachers to ensure smooth transition and alignment of curriculum, updating materials, and expanding inclusive options, including materials in a variety of languages.

Regional collaboratives, including Special Education Local Plan Areas, have pooled funds to get the results and outcomes they want at the regional level for early intervention for infants, toddlers, and Pre-K students. In a shared pool agreement, an individual district may transfer its funding to a regional provider, partner, or setting. In this manner, the district may not have a specific student to which the funds are connected, but the pooled expenditure gets district students access to more support and services at the regional level than they could have locally.

Many districts are spending these dollars directly on existing Pre-K special education programs and justify the decision by indicating that the funds are to support Pre-K students in inclusive settings and with inclusive practices. Districts will need to complete their own analysis and ensure appropriate documentation of how these activities are compliant with the goals of the EIPG.

Where can I find more information on the EIPG?

The Education Code for this funding source can be found on the following pages:

[Education Code Section \(EC §\) 56836.39](#)

EC § [56836.40](#)

The funding profile and exhibits for these funds can be found [here](#).

Principal Apportionment Summary

2023–24 Advance Principal Apportionment




LEGEND: AB 602 = Assembly Bill 602; ADA = Average Daily Attendance; Co. = County; COE = County Office of Education

Payment Type: 1 = Paid pursuant to Education Code (EC) Section 14041(a)(2); 2 = Paid pursuant to EC Section 14041(a)

County Code	District Code	Local Educational Agency	District Type	Special Education Early Intervention Preschool Grant (6547-8590) A-12
36	67587	Adelanto Elementary	ELEMENTARY	536,426
36	75077	Apple Valley Unified	UNIFIED	585,752
36	73858	Baker Valley Unified	UNIFIED	12,332
36	67611	Barstow Unified	UNIFIED	326,788
36	67637	Bear Valley Unified	UNIFIED	123,316
36	67801	Needles Unified	UNIFIED	73,990
36	67736	Helendale Elementary	ELEMENTARY	61,658
36	75044	Hesperia Unified	UNIFIED	1,220,831
36	75051	Lucerne Valley Unified	UNIFIED	49,326
36	67827	Oro Grande	ELEMENTARY	-
36	10363	San Bernardino Co. Office of Education	CO OFFICE	-
36	73890	Silver Valley Unified	UNIFIED	166,477
36	73957	Snowline Joint Unified	UNIFIED	326,788
36	67892	Trona Joint Unified	UNIFIED	24,663
36	67918	Victor Elementary	ELEMENTARY	1,134,509
36	67934	Victor Valley Union High	HIGH	-
TOTAL				\$ 4,642,856



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

 (760) 552-6700
 (760) 242-5363
 www.cahelp.org

MEMORANDUM

Date: September 22, 2023
To: Directors of Special Education
From: Codi Anderson, 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
2023-2024 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	6	1		7	6	1		7	6	1		7												
Apple Valley	15		11	26	15		11	26	15		12	27												
Baker																								
Barstow	6	1		7	6	1		7	6	1		7												
Bear Valley																								
Helendale																								
Hesperia	17	1	3	21	17	1	3	21	17	1	1	19												
Lucerne Valley	1	1		2	1	1		2	1	1		2												
Needles																								
Oro Grande																								
Silver Valley		1		1		1		1		1		1												
Snowline	8			8	8			8	9			9												
Trona																								
Victor Elem	7	1		8	7	1		8	7	1		8												
VVUHSD	18	2	2	22	18	2	2	22	17	2	1	20												
TOTALS	78	8	16	102	78	8	16	102	78	8	14	100												
2022-23 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
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

California Association of Health and Education Linked Professions

Upcoming Trainings

Date/Time	Event	Location
9/1/2023	DISABILITY AWARENESS- ONLINE	ONLINE
-		
9/1/2023 12:30 PM - 2:30 PM	EC SCHOOL PSYCHOLOGIST MEETING	DMESC
9/1/2023 1:30 PM - 3:30 PM	ECSE COLLABORATIVE GROUP	DMESC
9/6/2023 1:30 PM - 3:00 PM	Physical Therapy Professional Learning Collaborative	DMESC
9/6/2023 1:00 PM - 4:00 PM	SEIS Training 1 - Virtual Only	VIRTUAL
9/7/2023 9:00 AM - 12:00 PM	SEIS IN-PERSON TRAINING	VIRTUAL
9/12/2023 2:00 PM - 4:00 PM	OCCUPATIONAL THERAPY PROFESSIONAL LEARNING COLLABORATIVE	DMESC
9/12/2023 1:00 AM - 4:00 AM	SEIS IN-PERSON PM SESSION	DMESC
9/13/2023 10:00 A - 11:30 A	PUTTING EBPS INTO PRACTICE: PROMPTING	VIRTUAL
9/14/2023 8:30 AM - 12:30 PM	CREATING A RESPONSIVE CLASSROOM	DMESC

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

Upcoming Trainings

Date/Time	Event	Location
9/14/2023 1:00 PM - 4:00 PM	SUPPORTING AGE-APPROPRIATE FINE AND GROSS MOTOR ACTIVITIES	DMESC
9/19/2023 8:00 AM - 4:00 PM	S'COOL MOVES	DMESC
9/20/2023 3:00 PM - 4:00 PM	NEW SPECIAL EDUCATION TEACHER SUPPORT NETWORK	VIRTUAL
9/20/2023 9:00 AM - 12:00 PM	SEIS VIRTUAL AM SESSION	VIRTUAL
9/21/2023 4:30 PM - 6:00 PM	COMMUNITY ADVISORY COMMITTEE (CAC) VIRTUAL	VIRTUAL
9/21/2023 1:00 PM - 4:00 PM	THE SLP COLLABORATIVE GROUP: ELIGIBILITY CRITERIA FOR STUDENTS WITH SUSPECTED SPEECH OR LANGUAGE IMPAIRMENT	DMESC
9/26/2023 1:00 AM - 4:00 AM	SEIS AFTERNOON VIRTUAL ONLY	VIRTUAL
9/26/2023 8:30 AM - 1:00 PM	TPP BEGINNING OF THE YEAR MEETING	DMESC
9/27/2023 2:00 PM - 4:00 PM	PARAEDUCATOR ACADEMY COLLABORATIVE	ZOOM
9/27/2023 3:00 PM - 5:30 PM	PUTTING EBPS INTO PRACTICE: TIME DELAY	VIRTUAL

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Upcoming Trainings

Date/Time	Event	Location
9/28/2023 2:00 PM - 4:00 PM	COLLABORATIVE IEP: ALIGNING THE SUN, THE MOON, AND THE STARS	VIRTUAL
9/28/2023 8:30 AM - 3:30 PM	CPI	DMESC
9/28/2023 8:30 AM - 3:30 PM	PBIS BOOTCAMP (EARLY CHILDHOOD - 12)	DMESC
9/29/2023 8:30 AM - 3:30 PM	CPI FLEX-BLENDED LEARNING FOR ADMINISTRATORS ONLY	VIRTUAL/DMESC
10/1/2023 -	DISABILITY AWARENESS- ONLINE	ONLINE
10/3/2023 8:30 AM - 12:30 PM	BULLYING PREVENTION AND INTERVENTION: USING EXPECT RESPECT CURRICULUM	DMESC
10/3/2023 2:30 PM - 4:00 PM	REGION 10: INTRODUCTION TO AUTISM FOR GENERAL EDUCATION STAFF	VIRTUAL
10/4/2023 5:00 PM - 7:00 PM	PBIS RECOGNITION EVENT	DMESC
10/5/2023 8:30 AM - 3:30 PM	CPI	DMESC
10/6/2023 8:30 AM - 3:30 PM	CPI FLEX-BLENDED LEARNING FOR ADMINISTRATORS ONLY	VIRTUAL/DMESC

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Upcoming Trainings

Date/Time	Event	Location
10/6/2023 2:00 PM - 4:00 PM	MANAGING CHALLENGING BEHAVIORS AND SENSORY NEEDS IN ACADEMIC ENVIORNMENTS	DMESC
10/10/2023 1:00 AM - 4:00 AM	SEIS AFTERNOON VIRTUAL ONLY	DMESC
10/10/2023 9:00 AM - 12:00 PM	SEIS IN-PERSON AM SESSION	DMESC
10/10/2023 1:00 AM - 4:00 AM	SEIS IN-PERSON PM SESSION	DMESC
10/10/2023 9:00 AM - 12:00 PM	SEIS MORNING VIRTUAL ONLY	VIRTUAL
10/17/2023 6:00 PM - 7:00 PM	BUILDING YOUR BOUNCE: PROMOTING ADULT RESILIENCE (ON-SITE)	VESD FAMILY RESOURCE CENTER
10/19/2023 1:00 PM - 3:30 PM	WORKING WITH BEHAVIORS THROUGH A TRAUMA-INFORMED LENS	DMESC
10/20/2023 12:00 PM - 2:00 PM	DIRECTORS TRAINING	DMESC
10/20/2023 2:00 PM - 4:00 PM	MANAGING CHALLENGING BEHAVIORS AND SENSORY NEEDS IN ACADEMIC ENVIORNMENTS	DMESC

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