

California Association of Health and Education Linked Professions,
Joint Powers Authority (CAHELP, JPA)
DESERT MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
April 19, 2024 – 9:00 a.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

AGENDA

TELECONFERENCE LOCATIONS:

Baker Valley USD – 72100 School House Ln, Baker, CA 92309
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 April 19, 2024 Desert Mountain SELPA Steering and Finance Committee Meeting Agenda be approved as presented.

5.0 PUBLIC HEARING

5.1 Desert Mountain SELPA Local Plan Section B: Governance and Administration

California Education Code requires that a Special Education Local Plan Section B: Governance and Administration be presented for public hearing prior to submission to the California Department of Education (CDE). The Local Plan describes how special education services are provided for eligible students who reside within a Special Education Local Plan Area (SELPA) region every three years. By June 30, 2024, all SELPAs are required to submit a Local Plan using CDE adopted templates. A final draft of the 2024-25 Desert Mountain SELPA Local Plan will be presented for public hearing.

5.1.1 **BE IT RESOLVED** that the Desert Mountain SELPA Local Plan Section B: Governance and Administration be approved as presented.

5.2 Desert Mountain SELPA Annual Service Plan (ACTION)

California Education Code requires that an Annual Service Plan be approved by the CAHELP JPA Governance Council as part of the Local Plan. The 2024-25 Annual Service Plan describes all

California Association of Health and Education Linked Professions,
Joint Powers Authority (CAHELP, JPA)
DESERT MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
April 19, 2024 – 9:00 a.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

AGENDA

special education services currently provided in the Desert Mountain SELPA broken down by type, location, and level of severity.

5.2.1 **BE IT RESOLVED** that the Desert Mountain SELPA 2024-25 Annual Service Plan be approved as presented.

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

California Education Code requires that an Annual Budget Plan be approved by the CAHELP Governance Council as part of the Local Plan. The 2024-25 Annual Budget Plan describes the revenues and expenditures for special education for all local education agencies in the Desert Mountain SELPA.

5.3.1 **BE IT RESOLVED** that the Desert Mountain SELPA 2024-25 Annual Budget Plan be approved as presented.

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 March 22, 2024 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 Credentials Bridge Authorization

Pam Bender will present SBCSS credentials bridge authorization information.

7.3 Submission of Low Incidence Equipment Requests

Pam Bender will provide information on the submission of Low Incidence Equipment (LIE) Requests.

California Association of Health and Education Linked Professions,
Joint Powers Authority (CAHELP, JPA)
DESERT MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
April 19, 2024 – 9:00 a.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

AGENDA

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

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

7.5 Professional Learning Summary and Update

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

7.6 Resolution Support Services Summary and Update

Pam Bender will present DMSELPA’s Resolution Support Services Summary and update.

7.7 Compliance Update

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

7.8 Nonpublic School/Nonpublic Agency Update

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

7.9 Career Technical Education Update

Deborah Sarkesian will provide the Career Technical Education (CTE) update.

7.10 Prevention and Intervention Update

Deborah Sarkesian will provide the Prevention and Intervention update.

7.11 Occupational and Physical Therapy Service Reports and Update

Codi Andersen will provide the Occupational and Physical Therapy Service Reports and update.

8.0 FINANCE COMMITTEE REPORTS

8.1 Proposed 2024-25 Desert Mountain SELPA Budget

Marina Gallegos will present the proposed 2024-25 Desert Mountain SELPA Budget.

California Association of Health and Education Linked Professions,
Joint Powers Authority (CAHELP, JPA)
DESERT MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
April 19, 2024 – 9:00 a.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

AGENDA

8.2 Proposed 2024-25 Desert Mountain SELPA Fee-For-Service Rates

Marina Gallegos will present the proposed 2024-25 Desert Mountain SELPA Fee-For-Service rates.

8.3 Special Education Director and Fiscal Roles

Pam Bender will present information pertaining to special education director and fiscal roles.

9.0 INFORMATION ITEMS

9.1 Monthly Audiological Service 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 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, May 17, 2024, 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.



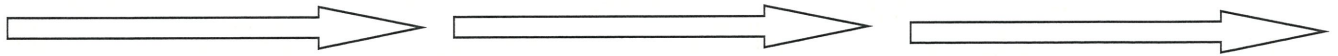
Desert Mountain Special Education Local Plan Area
17800 Highway 18
Apple Valley, CA 92307-1219

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

Desert Mountain SELPA Local Plan – Updates for 2024-2025

Section B: Governance and Administration

Special Education Local Plan Area



Special Education Local Plan Area – Local Plan Requirements

- Desert/Mountain SELPA \Rightarrow Desert Mountain SELPA or DMSELPA

Policies Procedures and Programs

Administration of Regionalized Operations and Services

- Specific requirements in the descriptors to include:
 - Direct instructional support provided by program specialists,
 - Respective roles of the RLA/AU,
 - Role of the Chief Executive Officer,
 - Role of Individual LEAs.
- #16. Fiscal administration and the allocation of state and federal funds pursuant to *EC* Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.
 - ERMHS funding agreement through Governance Council.

Special Education Local Plan Area Services

- Requiring more specific description programs and services

SELPA

Fiscal Year

LOCAL PLAN
Section B: Governance and Administration
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education
Special Education Division

SELPA

Fiscal Year

B. Governance and Administration

California *Education Code (EC)* sections 56195 et seq. and 56205

Participating Local Educational Agencies

Participating local educational agencies (LEAs) included in the Special Education Local Plan Area (SELPA) local plan must be identified in Attachment I.

Special Education Local Plan Area—Local Plan Requirements

1. Describe the geographic service area covered by the local plan: [EC 56195.1(d); EC 56195.1(a)(1); EC 56211; EC 56212]

The Desert Mountain Special Education Local Plan Area (SELPA) is located in the Desert Mountain region of San Bernardino County. The Desert Mountain SELPA comprises local education agencies (LEAs), encompassing LEA charter schools and charter schools of the district. Spanning over 20, 100 square miles, the Desert Mountain SELPA's LEAs extend from the summit of the Cajon Pass to the Arizona border, and also encompass San Diego County, where several of our charter schools are situated.

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable: [EC 56195.1(b)(1)-(3)(c); EC 56205(a)(12)]

The Desert Mountain SELPA regional governance and administrative structure of the local plan falls under the governance and administrative structure of the California Association of Health and Education Linked Professions (CAHELP) Joint Powers Authority (JPA). CAHELP JPA operates the departments of the Desert Mountain SELPA, Desert Mountain Charter SELPA, and Desert Mountain Children's Center (a mental health component). CAHELP JPA is a consortium of local school districts within our geographical region and charter LEAs in our region and in San Diego County. Participating LEAs of the Desert Mountain SELPA have joined in a cooperative effort to provide for the coordinated delivery of programs and services, and to assure equal access to such programs and services to eligible individuals with disabilities requiring special education within the Desert Mountain SELPA. The CAHELP JPA Governance Council is the governing board of the Desert Mountain SELPA and shall adopt policies for the Desert Mountain SELPA and participating LEAs. The policies and procedures adopted by the CAHELP JPA Governance Council under the authority of the adopting LEA boards have the same status and authority as other LEA board policies. In adopting the Local Plan, each LEA agrees to carry out the duties and responsibilities assigned to each agency, or which may be designated at a later date through agreement/policy of the participating LEAs. Participating agencies may enter into additional contractual arrangements to meet the requirements of

Section B: Governance and Administration

SELPA 3601 Desert Mountain SELPA

Fiscal Year 2024-25

applicable federal and state.

Some Charter LEAs are outside the geographic boundaries of the Desert Mountain SELPA. The CEOs of all of the LEA Charters outside of the geographic boundaries are responsible for the management and supervision of all special education program operations. To this end, the Desert Mountain SELPA will provide technical assistance in ensuring that the out of geographic Charter LEAs have the support necessary to fulfill their legal obligations under California Ed Code, IDEA, and other applicable laws, and Desert Mountain SELPA policies and procedures. The function of the Desert Mountain SELPA and participating LEAs is to provide quality educational programs and services appropriate to the needs of each eligible student with a disability who is enrolled within the Desert Mountain SELPA. The Responsible Local Agency (RLA) Superintendent, LEA Superintendents and CEOs of the LEA Charters are responsible for the management and supervision of all special education program operations within the Desert/ Mountain SELPA. All such programs are to operate in a manner consistent with the funding provisions of the California Education Code, the Individuals with Disabilities Education Act (IDEA), other applicable laws, and Desert Mountain SELPA policies and procedures.

The Local Plan is a joint effort of the CAHELP JPA, San Bernardino County Office of Education (SBCOE), and participating LEAs, including Charter LEAs outside the geographic boundaries of the Desert Mountain SELPA. SBCOE is also known as the Office of the San Bernardino County Superintendent of Schools (SBCSS) and will be referred to in this document as SBCOE. SBCOE is presently designated as the Responsible Local Agency (RLA) and Administrative Unit (AU) for the Desert Mountain SELPA and the CAHELP JPA Governance Council. The CAHELP JPA Governance Council may change the RLA and AU at its discretion and in accordance with California law.

Participating LEAs work in cooperation with SBCOE to ensure that all eligible students with disabilities enrolled in alternative education programs including, but not limited to, alternative schools, charter schools, opportunity schools and classes, community day schools, community schools, and juvenile court schools within the Desert Mountain SELPA will have access to appropriate special education programs and related services. The Desert Mountain SELPA will ensure and provide support to the LEAs that are out of the geographic area to ensure that all eligible students with disabilities enrolled in alternative education programs have access to appropriate special education programs and related services.

All structural changes within the organization of the Desert Mountain SELPA, including changes in governance, are decided through deliberations of the CAHELP JPA Governance Council. All conflicts are ultimately resolved through deliberations of the CAHELP JPA Governance Council. However, most concerns are managed within various committee interactions. The Desert/ Mountain SELPA Steering/Finance committee examines program issues, staffing needs, fiscal issues and advises the CAHELP JPA Governance Council regarding adoption of the Annual Service Plan and the Annual Budget Plan. If necessary, recommendations regarding policies, procedures, and the implementation of the Local Plan can be given to the CAHELP CEO for ultimate consideration by the CAHELP JPA Governance Council.

The Desert Mountain SELPA is governed by the CAHELP JPA Governance Council. The CAHELP JPA Governance Council shall be advised by the CAHELP CEO who shall, in turn be advised by the Desert Mountain SELPA Steering/Finance Committee and the Community Advisory Committee (CAC). The CAHELP CEO is responsible to ensure that all aspects of the

SELPA 3601 Desert Mountain SELPA

Fiscal Year 2024-25

approved Desert Mountain SELPA Local Plan are implemented according to the approved California Department of Education (CDE) Local Plan and by the CAHELP JPA Governance Council.

CAHELP JPA Governance Council

The CAHELP JPA Governance Council shall consist of the Superintendent/CEO representing each of the LEA members of the Desert Mountain SELPA, and two (2) CEO representatives from the Desert Mountain Charter SELPA. A CEO representing multiple LEAs shall count as a single member of the CAHELP JPA Governance Council. Each member of the CAHELP JPA Governance Council may designate, in writing, an alternate representative, including but not limited to, another member of the CAHELP JPA Governance Council ("proxy"), if the Superintendent/CEO is unable to attend a meeting, the designated alternate representative or designee shall have the full authority of the designating Superintendent/CEO for the purpose of decision-making. Such a designation must be received by the CEO prior to the commencement of a scheduled meeting of the CAHELP JPA Governance Council and shall be good only for that meeting. One-third (1/3) of the members, represented in person or by proxy, shall constitute a quorum at a meeting of members.

The CAHELP JPA Governance Council is empowered to establish or to participate in the establishment of a system for determining the responsibility of member agencies for the education of each individual with disabilities. The CAHELP JPA Governance Council is also empowered to designate an administrative entity to perform such regionalized functions as the receipt and distribution of all Desert Mountain SELPA funds. This may also include the provisions of administrative support, and coordination of the implementation of the Local Plan for the education of children with disabilities, and to undertake such ancillary and related programs as determined by the CAHELP JPA Governance Council. The CAHELP JPA Governance Council shall determine all policy matters for the CAHELP JPA.

Policies governing the Desert Mountain SELPA shall be adopted by the CAHELP JPA Governance Council and are included as part of the Local Plan. Input may be received from parents, staff, public and nonpublic agencies, and members of the public at large. Individuals wishing an opportunity to address the Desert Mountain SELPA Steering/Finance Committee and/or the CAHELP JPA Governance Council on a particular agenda item or have the Desert Mountain Steering/Finance Committee and/or the CAHELP JPA Governance Council consider a topic, are invited to complete a Request to Address either the Desert Mountain Steering/Finance committee and/or the CAHELP JPA Governance Council form.

The CAHELP JPA Governance Council shall review the Desert Mountain SELPA Local Plan and recommend modifications on an annual basis or as necessary. The CAHELP CEO and Desert Mountain SELPA Steering/Finance Committee shall assist the CAHELP JPA Governance Council with these reviews.

The CAHELP JPA Governance Council may initiate and carry on an activity or may otherwise act in any manner which is not inconsistent with or preempted by law, and which is not in conflict with the purposes for which the Desert Mountain SELPA is established.

The CAHELP JPA Governance Council shall have responsibility for overall management and direction of the Local Plan development, implementation, and operation. CAHELP JPA Governance Council members shall be involved in the budget review and approval process for the Local Plan. SBCOE as the current RLA, and any successors or later RLA, shall have

Section B: Governance and Administration

SELPA 3601 Desert Mountain SELPA

Fiscal Year 2024-25

responsibility for employing the number and type of Desert Mountain SELPA staff to meet the program and service requirements necessary for the implementation of the Local Plan as determined by the CAHELP JPA Governance Council.

Responsibilities of the CAHELP JPA Governance Council

The CAHELP JPA Governance Council, with direction from the LEA governing boards, shall be responsible for the following areas of Local Plan administration and shall act to:

- A. Establish operational procedures and make decisions on any matters regarding implementation, administration, and operation of special education programs in accordance with the Local Plan;
- B. Review and approve all Desert Mountain SELPA policies, procedures, standards, and guidelines;
- C. Review, approve, and monitor the allocation of special education funds to LEAs through the Annual Budget Plan process;
- D. Review, approve, and monitor all budgets assigned to the Desert Mountain SELPA office;
- E. Provide leadership to the Desert Mountain SELPA regarding the development, revision, implementation, and review of the Local Plan;
- F. Select and recommend to the Superintendent of the RLA, a qualified candidate to be employed as the CAHELP CEO;
- G. Evaluate the performance of the CAHELP CEO;
- H. Determine and provide direction related to the personnel, program, and service requirements necessary for the implementation of the Local Plan and allocation of special education funds;
- I. Meet as often as necessary during the year to implement the business of the Desert Mountain SELPA and to provide the necessary direction and guidance to the CAHELP CEO;
- J. Provide direction, consultation, and technical assistance to the LEAs and the Superintendent of the RLA;
- K. Provide a consistent forum to develop, review, and approve policy recommendations, which are submitted to the CAHELP JPA Governance council for consideration;
- L. Approve interagency agreements;
- M. Designate participants for the Desert Mountain SELPA Steering/Finance Committee;
- N. Establish and promote a Community Advisory Committee (CAC).
- O. Receive recommendations from the CAC, Desert Mountain SELPA Steering/Finance Committee, LEA boards, and other concerned agencies and individuals;
- P. Decide disputes, if any, between participating LEAs that arise concerning special education related matters or related to the interpretation of the Local Plan and other agreements or policies between or among the LEAs;
- Q. Annually evaluate the Local Plan implementation and operations; and
- R. Undertake such additional activities as permitted under the JPA Agreement and Bylaws, California law, and the Local Plan.

Desert Mountain SELPA Steering and Finance Committee

Each participating LEA shall appoint an appropriate administrator of special education programs and an administrator who is knowledgeable in the area of special education finance to membership of the Desert Mountain SELPA Steering and Finance Committee. The Desert Mountain SELPA Steering and Finance Committee may be requested by the CAHELP JPA

Section B: Governance and Administration

SELPA 3601 Desert Mountain SELPA

Fiscal Year 2024-25

Governance Council to provide advice or assistance in other areas as needs are identified within the Desert Mountain SELPA.

The Desert Mountain SELPA Steering and Finance Committee meets on a regular basis. The CAHELP CEO or designee serves as the Chairperson of the committee and is responsible for providing timely written notice of the meeting and agenda, minutes for the meeting, and additional documentation as needed to provide informed decision-making.

The duties of the Desert Mountain SELPA Steering and Finance Committee include, but are not limited to, the following:

- A. Provide information and recommendations for the development, modification, and implementation of the Local Plan to the CAHELP JPA Governance Council;
- B. Develop and implement forms and procedures for the identification, referral, assessment, IEP development, and special education service delivery to individuals with disabilities as established by the Local Plan;
- C. Develop procedures and recommendations for programs and services for review, modification, and approval by the CAHELP JPA Governance Council;
- D. Develop, review, and/or modify an annual budget for Desert Mountain SELPA operations, including Regional Services, Program Specialists, and other Desert Mountain SELPA administrative budgets prior to review, modification, and approval by the CAHELP JPA Governance Council;
- E. Recommend and monitor staff development training programs, including parent education activities;
- F. Provide recommendations for membership for the CAC;
- G. Develop, review, and/or modify the Annual Service Plan prior to adoption by the CAHELP JPA Governance Council;
- H. Develop, review, and/or modify the Annual Budget Plan prior to adoption by the CAHELP JPA Governance Council;
- I. Provide information and recommendations for the development, modification, and implementation of the Desert Mountain SELPA funding allocation plan to the CAHELP JPA Governance Council; and,
- J. Review and make recommendations to the CAHELP JPA Governance Council regarding decisions that impact the finances of LEAs.
- K. Review, modify, and recommend an annual budget for SELPA operations, including Regional Services, Program Specialists, and other SELPA administrative budgets prior to review, modification, and approval by the CAHELP JPA Governance Council.

In addition to carrying out the responsibilities identified in the Local Plan, the Desert Mountain SELPA Steering and Finance Committee may choose to form subcommittees to focus on special issues. Such subcommittees shall report to the Desert Mountain SELPA Steering and Finance Committee, or CAHELP JPA Governance Council, as appropriate.

Distribution of Federal and State Funds

All federal and state special education funds shall be allocated to the Desert Mountain SELPA AU for distribution to LEAs according to an approved special education funding allocation plan. Any changes to the allocation of federal and state special education funds shall be made by the CAHELP JPA Governance Council as permitted under the CAHELP JPA Agreement and Bylaws, and California and federal law.

SELPA 3601 Desert Mountain SELPA

Fiscal Year 2024-25

Responsibilities for Distribution of Federal and State Funds

A. The governing boards of the LEAs participating in the Desert Mountain SELPA have agreed that students with disabilities will be provided with appropriate special education services. The CAHELP JPA Governance Council has been designated the authority to determine the distribution of all federal and state special education funds in order for LEAs to carry out their responsibilities. The AU shall be responsible for the distribution of funds according to an approved special education funding allocation plan. The CAHELP CEO is responsible to ensure that the funds are distributed in accordance with the funding allocation plan.

The Desert Mountain SELPA Steering/Finance Committee shall participate in the development of the Annual Budget Plan for review and approval by the CAHELP JPA Governance Council. The Annual Budget Plan shall be distributed to the LEAs and the CAC upon approval by the CAHELP JPA Governance Council.

State and federal funds are deposited from the San Bernardino County Treasury into the County School Service Fund (AU), unless otherwise directed by the CAHELP JPA Governance Council. The Desert Mountain SELPA provides an annual allocation plan to SBCOE for distribution of state and federal funds to the LEAs according to the approved schedule of disbursement.

B. Monitoring the Use of State and Federal Funds

Funds allocated for special education programs shall be used for services to students with disabilities. Federal funds under Part B of IDEA may be used for the following activities to develop and implement a fully integrated and coordinated services:

1. For the costs of special education and related services and supplementary aids and services provided in a general education class or other education-related setting to a student with a disability in accordance with the IEP for the child, even if one or more nondisabled children benefit from these services.

2. The CAHELP CEO, with the assistance of the Desert Mountain SELPA Steering/Finance Committee, and the AU shall be responsible to monitor on an annual basis the appropriate use of all funds allocated for special education programs. Final determination and action regarding the appropriate use of special education funds shall be made by the CAHELP JPA Governance Council through the Annual Budget Plan process.

The Desert Mountain SELPA monitors the distribution and appropriate use of funds and shares this information with the Desert Mountain SELPA Steering/Finance Committee. When necessary, meetings are held with individual LEAs for the purpose of monitoring funds.

The Desert Mountain SELPA is responsible for the preparation of program and fiscal reports requested by the State. The CAHELP CEO shall be permitted to monitor the LEAs special education program implementation to ensure compliance in all areas including finance, service delivery, and legal requirements. If the CAHELP CEO or designee determines that an LEA is not compliant and/or not operating in a fiscally responsible manner, the CAHELP CEO may require that the responsibility for resulting costs be borne by the LEA or take such other action as may be required to remedy the matter. The LEA will have the right to appeal any such determination to the CAHELP JPA Governance Council. The decision of the CAHELP JPA Governance Council shall be final.

Procedures for Changes in CAHELP JPA Governance Structure

Section B: Governance and Administration

SELPA 3601 Desert Mountain SELPA

Fiscal Year 2024-25

Any changes in the governance structure of the Desert Mountain SELPA are subject to specific provisions of California Education Code 56140, 56195, et. seq., 56195.1 et seq., and 56202 et seq.

1. Any LEA may elect to pursue an alternative option from those specified in California Education Code 56195.1 by notify CDE, Desert Mountain SELPA, and the San Bernardino County Superintendent of Schools at least one year prior to the date the alternative plan would become effective (California Education Code 56195.3(b)).
- 2.a. Each participating LEA will cooperate with the County office and other LEAs in the DMSELPA in planning its option under California Education Code § 56195.1, and notify the department, impacted special education local plan areas, and participating County offices of its intent to elect an alternative option at least one fiscal year prior to the proposed effective date of the implementation of the alternative plan. Any such plan will be submitted to the County office for review in accordance with guidelines approved by the CAHELP JPA Governance Council. Any LEA initiating a proposal to withdraw from the DMSELPA shall bear the total cost of consultants retained to provide a thorough analysis of legal or fiscal implications caused by such proposed action. In addition, any due process costs associated with a withdrawal from the DMSELPA shall be borne entirely by the LEA initiating the change.
- 3.2. Any alternative plan of an LEA is subject to the approval of the San Bernardino County Superintendent, which would have LEAs as participating agencies in the alternative plan (California Education Code 56195.1).
- 4.3. Approval of a proposed alternative plan by the appropriate County Superintendent(s) must be based on the capacity of the LEA(s) to ensure that special education programs and services are provided to all children with disabilities (California Education Code 56140 (b)).
- 5.4. If the County Superintendent does not approve an alternative plan, the County Office shall return the plan with comments and recommendations to the LEAs. The LEAs participating in the alternative plan may appeal the decisions to the Superintendent of Public Instruction (California Education Code 56140(b)(2)).
- 6.5. Any alternative plan to be submitted by an LEA or group or LEAs currently participating in the Desert Mountain SELPA must meet the standards established by the State Board of Education.

3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan: [EC 56195.7(i)(j)(1)(2)]

The CAHELP JPA Governance Council is the governing board of the Desert Mountain SELPA and shall adopt policies for the Desert Mountain SELPA and participating LEAs. The policies and procedures adopted by the CAHELP JPA Governance Council under the authority of the adopting LEA board have the same status and authority as other LEA board policy. All proposed policies are vetted through the Desert Mountain SELPA Program Team. Desert Mountain. Policies are then taken to the Desert Mountain SELPA Steering and Finance committee for review, input, and approval. The final phase of the policy making is with the

Section B: Governance and Administration

SELPA 3601 Desert Mountain SELPA

Fiscal Year 2024-25

CAHELP JPA Governance Council reviewing, providing input and approval

- 4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan: [EC 56195.1(c); EC 56205(a)(12)(D)(i); EC 56195.5]

SBCSS is designated as the Responsible Local Agency (RLA) and Administrative Unit (AU) for the Desert Mountain SELPA.

A. Responsibilities of the RLA

The RLA shall be responsible for functions as specified under California Education Code 56195.1(c)(2) such as, but not limited to:

1. Receipt and distribution of regionalized services funds as approved by the CAHELP JPA Governance Council. An overall budget for all special education services and programs for the Special Education Local Plan Area shall be prepared under the direction of the CAHELP CEO. The Desert Mountain SELPA Steering and Finance Committee shall also provide assistance in the development of the annual income and expenditure budgets for the Desert Mountain SELPA. The budget shall be submitted to the CAHELP JPA Governance Council by the CAHELP CEO for review and approval.
2. Provision of administrative support;
3. Coordination and implementation of the Local Plan;
4. Receipt and distribution of special education funds to LEA accounts for the operation of special education programs and services according to the Special Education Funding Allocation Plan approved by the CAHELP JPA Governance Council;
5. Receipt and distribution of special education funds to accounts exclusively designated for the Desert Mountain SELPA use; and
6. The employment of staff as designated by the CAHELP JPA Governance Council to support the Desert Mountain SELPA functions.

The Desert Mountain SELPA office is designated as the entity responsible for the administration of the Local Plan and assuring that the Desert Mountain SELPA is in compliance with all applicable laws and regulations.

B. Selection, Employment, and Evaluation of the Desert Mountain SELPA Staff

The governing boards of each of the participating LEAs agree to invest in the CAHELP JPA Governance Council with the responsibility of designating an appropriate agency as the RLA for the administration of the Local Plan and its implementation. The boards assure that the CAHELP JPA Governance Council shall indemnify the need for and designate the positions necessary for the operation of the Desert Mountain SELPA functions according to this Local Plan.

The CAHELP CEO shall be responsible for recommending the employment of Desert Mountain SELPA personnel to carry out those functions described in the Local Plan.

The CAHELP JPA Governance Council shall be responsible for designating the staff to support the functioning of the Desert Mountain SELPA. In reviewing and approving the Desert Mountain SELPA budgets on an annual basis, the CAHELP JPA Governance Council designates the staffing for the Desert Mountain SELPA office upon recommendation of the CAHELP CEO.

SELPA 3601 Desert Mountain SELPA

Fiscal Year 2024-25

Desert Mountain SELPA staff shall be employed by the RLA and supervised by the CAHELP CEO according to the RLA's policy and practices. The CAHELP CEO shall use a selection process that is in accordance with the law and personnel policies of the RLA. Desert Mountain SELPA employed personnel shall be subject to the administrative procedures and policies in operation with SBCSS including but not limited to, hiring, supervision, evaluation, and discipline. In addition, contract negotiations shall follow County established procedures for all applicable Desert Mountain SELPA employed personnel.

C. CAHELP CEO

The fundamental role of the CAHELP CEO is to provide leadership and facilitate and decision-making process regarding the implementation of the Desert Mountain SELPA Local Plan. The CAHELP CEO's role includes the provision of information, specific services identified by the CAHELP JPA Governance Council, technical assistance, leadership, and arbitration in support of the participating LEAs. It is the CAHELP CEO's responsibility to represent the interest of the Desert Mountain SELPA as a whole without promoting any particular LEAs' interest over the interest of any other agency. In the event there are differences of opinions and/or positions on issues, it is the CAHELP CEO's responsibility to mediate a reasonable resolution of the issue(s). The CAHELP JPA Governance Council shall be responsible for the selection, discipline, and evaluation of the CAHELP CEO. The CAHELP JPA Governance Council shall be assisted in the hiring and selection process by the RLA.

The CAHELP CEO is subject to the RLA's policies and procedures for day-to-day operations, but receives direction from, and is responsible to, the CAHELP JPA Governance Council. The CAHELP CEO is evaluated by a joint committee comprised of the Chair of the CAHELP JPA Governance Council and at least two other superintendents/CEOs from the CAHELP JPA Governance Council. The evaluation is confirmed by a vote of the CAHELP JPA Governance Council.

The CAHELP CEO shall have the responsibility for the coordination of all Desert Mountain SELPA activities.

Desert Mountain SELPA Staff

The CAHELP JPA Governance Council shall be responsible for designating the employees to support the functioning of the Desert Mountain SELPA. In reviewing and approving the Desert/Mountain SELPA budgets on an annual basis, the CAHELP JPA Governance Council designates the employees for the Desert Mountain SELPA office upon recommendation of the CAHELP JPA CEO.

Desert Mountain SELPA employees shall be employed by the Responsible Local Agency (RLA) and supervised by the CAHELP JPA CEO according to the RLA's policy and practices. The CAHELP CEO shall use a selection process that is in accordance with the law and personnel policies of the RLA.

The supervision of the Desert Mountain SELPA will be determined by the CAHELP CEO. An organizational chart showing the staff to be supervised by the members of the Desert Mountain SELPA management team will be provided to the CAHELP JPA Governance Council annually.

Program Managers

The Desert Mountain SELPA employs Program Managers for various departments within our organization. The departments may include but are not limited to:

- Resolution Support Services

Section B: Governance and Administration

SELPA

Fiscal Year

- Regional Professional Learning
- Career Technical Education
- Prevention and Early Intervention
- Compliance

Program Specialist

The role and function of the program specialist are defined by Section 56368 of the California Education Code. The governing boards of the local education agencies have identified the importance of program specialists in the Desert Mountain SELPA Local Plan. That document defines their duties as follows:

1. Observe, consult with, and assist, in accordance with local education agency procedures, special education teachers, and support staff; including those out of geographic boundaries.
2. Plan programs, coordinate curricular resources, and share in the evaluation of the effectiveness of programs for children with disabilities; including those that are out of geographic boundaries.
3. Assist with local education agency staff development, program development, and innovation of special methods and approaches.
4. Provide coordination, consultation, and program development in one or more specialized areas of expertise.

5. Does the SELPA have policies and procedures that allow for the participation of charter schools in the local plan? [EC 56207.5]

- Yes No

If No, explain why the SELPA does not have the policy and procedures.

6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan: [EC 56194(a)(b)(d); EC 56195.9(a)]

Each participating member LEA of the Desert Mountain SELPA, including those that are out of geographic boundaries, shall appoint representatives to the CAC for the purpose of:

1. Advising the CAHELP CEO regarding the development, amendment, and review of the Local Plan;
2. Recommending annual priorities to be addressed by the plan;
3. Assisting in parent education;

- 4. Encouraging community involvement;
- 5. Fulfilling such other responsibilities as designated in the Local Plan;

Each CAC representative shall be responsible to the governing board of their respective LEA. All areas of responsibility related to the Local Plan shall be implemented through regularly scheduled meetings of the CAC. Representatives from out of geographic area LEAs may participate in CAC activities through video or telephone conference.

Procedures for CAC appointment

The CAC shall be composed of members approved by their participating LEA governing board. At least fifty-one percent of the members shall be parent of students with disabilities. Members shall include the following:

- 1. Parents – A majority of the CAC membership is comprised of parents of students enrolled in LEAs participating in the Local Plan, including those that are out of geographic boundaries. A majority of these parent members shall be parents of students with disabilities;
- 2. School Personnel - School related members of the CAC include general education classroom teachers, special education classroom teachers, and other school personnel;
- 3. Students with disabilities enrolled in special education programs;
- 4. Representatives of public and private agencies;
- 5. Others - Persons concerned with students with disabilities; and
- 6. One member shall be appointed by the Desert Mountain SELPA Steering/Finance Committee.

Responsibilities of the CAC

The CAC shall serve in an advisory capacity to the Desert Mountain SELPA and shall act to:

- 1. Improve communications among students with disabilities, their parents/guardians, and LEA staff;
- 2. Increase public awareness and understanding of the unique educational needs of students with disabilities by communicating with LEAs, the Desert Mountain SELPA, and legislative staff members;
- 3. Advise local, county, and state officials of the development, operation, and review of the Local Plan.
- 4. Provide a support group and forum for students with disabilities and their parents/guardians

Section B: Governance and Administration

SELPA 3601 Desert Mountain SELPA

Fiscal Year 2024-25

- where they may express their needs and concerns regarding their children's education;
5. Conduct parent orientation, education training programs for individuals or groups as a means of increasing support for improved educational opportunities for all students;
 6. Advise the CAHELP CEO and Desert Mountain SELPA Steering/Finance Committee regarding the development and review of the Local Plan and review of programs under the Local Plan;
 7. Make recommendations on annual priorities to be addressed under the Local Plan to the Desert Mountain SELPA Steering/Finance Committee;
 8. Assist in parent education and training. Recruit parents and other volunteers who may contribute to the implementation of the Local Plan;
 9. Encourage public involvement in the development and review of the Local Plan;
 10. Act in support of students with disabilities. Serve as liaison between the CAHELP CEO and the local communities;
 11. Encourage regular attendance in all school programs. Assisting in parent awareness of the importance of regular school attendance;
 12. Submit an annual written report to the CAHELP CEO and the Desert Mountain SELPA Steering/Finance Committee regarding progress of CAC projects;
 13. Submit an annual written report to the CAHELP JPA Governance Council. Apprise the CAHELP JPA Governance Council, as needed, on matters of community concern;
 14. Become familiar with the laws pertaining to special education and students with disabilities; and
 15. Other duties and responsibilities as assigned by the CAHELP JPA Governance Council.

7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC: [EC 56205(a)(12)(E); EC 56205(b)(7)]

The following outlines the roles of the various governing bodies in development, implementation and review of the Local Plan:

A. The RLA is responsible for the coordination and implementation of the Desert Mountain

SELPA 3601 Desert Mountain SELPA

Fiscal Year 2024-25

SELPA Local Plan

B. The CAHELP Governance Council with the direction of LEA governing boards, is responsible for:

- Establishing operational procedures and making decisions on any matters regarding implementation, administration, an operation of special education programs in accordance with the local plan.
- Provide a consistent forum to develop, review, and approve policy recommendations, which are submitted to the CAHELP JPA Governance Council for consideration;
- Review and approve all Desert Mountain SELPA policies, procedures, standards, and guidelines;
- Provide leadership to the Desert Mountain SELPA regarding the development, revision, implementation, and review of the Local Plan;
- Establish and promote a Community Advisory Committee (CAC);
- Annually evaluate the Local Plan implementation and operations;
- Receive recommendations from the CAC, Desert Mountain SELPA Steering and Finance Committee, LEA boards, and other interested agencies and individuals;
- Review the recommendations of the Operations Cabinet and the CAC Local Plan Committee regarding the Local Plan;
- Review drafts of the Local Plan;
- Provide input from the LEA and their respective governing boards;
- Review and approve the final plan for submission to the local governing boards for approval.

C. Steering/Finance Committee:

- Provide information and recommendations for the development, modification, and implementation of the Local Plan to the CAHELP JPA Governance Council;
- Provide recommendations for membership to the CAC;

coordinates the development, implementation and review of the Local Plan.

D. LEA Governing Boards are responsible for:

SELPA 3601 Desert Mountain SELPA

Fiscal Year 2024-25

- Review and approve the Desert Mountain SELPA Local Plan for special education prior to approval by the State Board of Education;

E. The CAHELP CEO is responsible to:

- Review the input of the CAC Local Plan Committee regarding the Local Plan
- Review drafts
- Provide input
- Make recommendations to the SELPA Superintendents' Policy Council
- Review the final plan before submission

D. The Community Advisory Committee (CAC) collaborates with the CAHELP CEO and key stakeholder groups in development of the Local Plan.

E. Evidence of the process for development of the Local Plan is determined by:

- Dates of CAC Local Plan Committee to discuss/review revisions to the Local Plan
- Dates of CAC public meetings where drafts were reviewed/discussed
- Minutes from the DMSELPA Steering/Finance Committee where drafts of the Local Plan were reviewed/discussed
- Minutes from the CAHELP Governance Council meetings where drafts of the Local Plan were reviewed/discussed/approved.
- Minutes from the Local Plan Workgroup Committee where drafts of the Local Plan were reviewed/discussed.

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan: [EC 56836.01(a)(b); EC 56205(a)(12)(D)(ii); EC 56195(b)(3); EC 56030]

The role of SBCOE is designated as the Responsible Local Agency (RLA) and Administrative Unit (AU) for the Desert Mountain SELPA.

A. Responsibilities of the RLA

The RLA shall be responsible for functions as specified under California Education Code 56195.1(c)(2) such as, but not limited to:

1. Receipt and distribution of regionalized services funds as approved by the CAHELP JPA Governance Council. An overall budget for all special education services and programs for the Special Education Local Plan Area shall be prepared under the direction of the CAHELP CEO. The Desert Mountain SELPA Steering/Finance Committee shall also provide assistance in the development of the annual income and expenditure budgets for the Desert Mountain SELPA.

SELPA 3601 Desert Mountain SELPA

Fiscal Year 2024-25

The budget shall be submitted to the CAHELP JPA Governance Council by the CAHELP CEO for review and approval;

2. Provision of administrative support;
3. Coordination and implementation of the Desert Mountain SELPA Local Plan;
4. Receipt and distribution of special education funds to LEA accounts for the operation of special education programs and services according to the Special Education Funding Allocation Plan approved by the CAHELP JPA Governance Council;
5. Receipt and distribution of special education funds to accounts exclusively designated for the Desert Mountain SELPA use; and
6. The employment of staff as designated by the CAHELP JPA Governance Council to support the Desert Mountain SELPA functions.

The Desert Mountain SELPA office is designated as the entity responsible for the administration of the Local Plan and assuring that the Desert Mountain SELPA is in compliance with all applicable laws and regulations.

B. Selection, Employment, and Evaluation of the Desert Mountain SELPA Staff

The governing boards of each of the participating LEAs agree to invest in the CAHELP JPA Governance Council with the responsibility of designating an appropriate agency as the RLA for the administration of the Local Plan and its implementation. The boards assure that the CAHELP JPA Governance Council shall indemnify the need for and designate the positions necessary for the operation of the Desert Mountain SELPA functions according to this Local Plan.

The CAHELP CEO shall be responsible for recommending the employment of Desert Mountain SELPA personnel to carry out those functions described in the Local Plan.

The CAHELP JPA Governance Council shall be responsible for designating the staff to support the functioning of the Desert Mountain SELPA. In reviewing and approving the Desert Mountain SELPA budgets on an annual basis, the CAHELP JPA Governance Council designates the staffing for the Desert Mountain SELPA office upon recommendation of the CAHELP CEO.

Desert Mountain SELPA staff shall be employed by the RLA and supervised by the CAHELP CEO according to the RLA's policy and practices. The CAHELP CEO shall use a selection process that is in accordance with the law and personnel policies of the RLA.

Desert Mountain SELPA employed personnel shall be subject to the administrative procedures and policies in operation with SBCOE including but not limited to, hiring, supervision, evaluation, and discipline. In addition, contract negotiations shall follow County established procedures for all applicable Desert Mountain SELPA employed personnel.

C. CAHELP CEO

The fundamental role of the CAHELP CEO is to provide leadership and facilitate decision making processes regarding the implementation of the Local Plan. The CAHELP CEO's role includes the provision of information, specific services identified by the CAHELP JPA Governance Council, technical assistance, leadership, and arbitration in support of the participating LEAs. It is the CAHELP CEO's responsibility to represent the interest of the Desert Mountain SELPA as a whole without promoting any particular LEAs' interest over the interest of any other agency. In the event there are differences of opinions and/or positions on issues, it is the CAHELP CEO's responsibility to mediate a reasonable resolution of the

Section B: Governance and Administration

SELPA 3601 Desert Mountain SELPA

Fiscal Year 2024-25

issues(s).

The CAHELP JPA Governance Council shall be responsible for the selection, direction, discipline, and evaluation of the CAHELP CEO. The CAHELP JPA Governance Council shall be assisted in the hiring and selection process by the RLA.

The CAHELP CEO is subject to the RLA's policies and procedures for day-to-day operations. The role of the SBCOE is designated as the Responsible Local Agency (RLA) and Administrative Unit (AU) for the Desert Mountain SELPA.

9. Describe the contractual agreements and the SELPA's system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan: [EC 56195.7. EC 56195.1(b)(c)]

The LEAs within the Desert Mountain SELPA join together pursuant to Sections 56140 and 56195 of the California Education Code to adopt a plan to assure access to special education and services for all eligible individuals with disabilities participating in education within the Desert Mountain SELPA jurisdiction. In adopting the Local Plan, each participating LEA agrees to carry out the duties and responsibilities assigned to it within the plan. Each agency shall provide special education and services to all eligible students within its boundaries, including students attending charter schools where that LEA of the Desert Mountain SELPA has granted that charter.

Each LEA is responsible for ensuring that children with disabilities are educated with children who are nondisabled to the maximum extent appropriate, and that removal of children with disabilities from the general education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. It is recognized, however, that some students have educational needs so unique that it is not possible to meet those needs in their neighborhood's schools or within their home LEAs. As a result, some students will need to receive services from other LEAs within DMSELPA, or through additional contractual arrangements with LEAs outside of the DMSELPA. Each agency shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the LEA of residence programs. Such cooperation ensures that a range of program options is available throughout the Desert Mountain SELPA.

Participating LEAs may enter into additional contractual agreements to meet the requirements of applicable federal and state law.

The DMSELPA maintains several participation agreements and memorandum of understanding and participation with agencies within the DMSELPA region, which may include, but are not limited to, California Children's Services (CCS), Inland Regional Center (IRC), and County of San Bernardino Preschool Services Department (PSD). These agreements outline how member LEAs may interact with each other and with said agencies in the identification and provision of special education and related services to students within the DMSELPA. These agreements specify each agency's responsibilities, provision of services, delineates which agency assumes fiscal responsibility for providing services, establishes joint planning and to ensure that resources will be utilized in the most effective

SELPA 3601 Desert Mountain SELPA

Fiscal Year 2024-25

manner, and establishes and maintains channels of communication between agencies and LEAs.

Any participating LEA may provide for the education of special education students in special education programs maintained by other districts or counties and may include with the special education program students who reside in other districts or counties.

Each LEA is responsible to oversee the operation of those special education programs offered by that LEA and assures access to special education and related services for all students with disabilities residing within the DMSELPA, to include out-of-geographical boundaries LEAs.

Pursuant to California Education Code section 56195.1(e), a SELPA-member LEA may contract with another SELPA member LEA for special education programs/services. The districts may contract with the SBCSS Desert Mountain Operations (DMOPs) to operate programs for students with severe disabilities and/or to provide related services (e.g., Special Day Class, Deaf/Hard of Hearing Itinerant, and/or Visually Impaired Itinerant Programs). The mechanism to initiate such contracts includes the approval of the Administrative Transfer to SBCSS/District Program. A Fee for Service mechanism has been developed to provide revenue for students placed in County programs.

The intra-SELPA/Inter-SELPA agreement was developed to assist LEAs and/or SELPAs to document agreements between LEAs and/or SELPAs for the provision of special education services for a resident student in a setting outside of the student's LEA and/or SELPA of residence. The purpose of the agreement is to document agreement between LEAs, obtain student count data for state reporting, and provide a mechanism to transfer funds, if it is determined to be necessary.

Pursuant to the provisions of Education Code Sections 56000 et seq., the Desert Mountain SELPA shall plan, facilitate, implement, and administer the activities of the Desert Mountain SELPA as approved by the State Board of Education, and shall perform those services as required to accomplish the elements set forth in the plan as well as those required by state and federal law. Those services include, but are not limited to the following:

1. Coordinate community and state agency resources with those provided by participating LEAs and the RLA, including initiation of such contractual agreements as may be required.

Each district of special education accountability is responsible for the students within their jurisdiction. There are no additional contractual agreements that supersede education code.

Section B: Governance and Administration

SELPA

Fiscal Year

10. For multi-LEA local plans, specify:

- a. The responsibilities of each participating COE and LEA governing board in the policymaking process: *[EC 56205(a)(12)(D)(i)]*

Education Code § 56200 (c)(2) requires that the Local Plan “specify the responsibilities of each participating county office and district governing board in the policy-making process, the responsibilities of the Superintendent of each participating district and county in the implementation of the Local Plan, and the responsibilities of LEA and county administrators of special education in coordinating the administration of the plan.” In accordance with this provision, the Desert Mountain SELPA has developed the following governance structure, policy development, and approval process.

The governing board for each LEA, Charter LEA and the San Bernardino County Superintendent approves the Agreement for Participation and the Local Plan for Special Education. As described within those documents, the Boards of Directors of the LEAs, delegate the administrative policy-making process and procedures for carrying out that responsibility to the governance structure of the Desert Mountain SELPA.

- b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan: *[EC 56205(a)(12)(D)(i)]*

The Boards of Education of the LEAs and elected Superintendent of the San Bernardino County Superintendent of Schools, in representing the involved communities, have overall responsibility for implementation and operation of the Local Plan. LEA Boards of Education and the Superintendent of the Office of San Bernardino County Superintendent of Schools shall have the responsibility for the final approval of the Local Plan for special education and significant revisions of that Local Plan and shall have final approval of the appointment of parents in their communities to serve on the Community Advisory Committee (CAC). Responsibilities of the LEA Governing Boards include the operation of local programs consistent with applicable state and federal laws and regulations and the DMSELPA adopted policies and procedures and the DMSELPA Local Plan, to include the review and approval of the DMSELPA Local Plan for special education prior to approval by the State Board of Education. By approving the Local Plan, LEA Governing Boards enter into an Agreement for Participation with other LEAs participating in the plan, for the purpose of the delivery of regional services and programs as appropriate.

As a member of the CAHELP JPA Governance Council, the LEA Superintendent/CEO provides a liaison function between the LEA Governing Board and the CAHELP JPA Governance Council. The LEA Superintendent/CEO provides leadership within the LEA in support of special education programs and recommend the adoption of the LEA special education policies to the governing boards.

The CAHELP JPA Governance Council, with direction from the LEA governing boards, shall be

Section B: Governance and Administration

SELPA 3601 Desert Mountain SELPA

Fiscal Year 2024-25

- responsible for the following areas of Local Plan administration and shall act to:
1. Establish operational procedures and make decisions on any matters regarding implementation, administration, and operation of special education programs in accordance with the Local Plan;
 2. Review and approve all Desert Mountain SELPA policies, procedures, standards and guidelines;
 3. Review, approve and monitor the allocation of special education funds to LEAs through the Annual Budget Plan process;
 4. Review, approve and monitor all budgets assigned to the Desert Mountain SELPA office;
 5. Provide leadership to the Desert Mountain SELPA regarding the development, revision, implementation, and review of the Local Plan;
 6. Select and recommend to the Superintendent of the RLA, a qualified candidate to be employed as the CAHELP CEO;
 7. Evaluate the performance of the CAHELP CEO;
 8. Determine and provide direction related to the personnel, program, and service requirement necessary for the implementation of the Local Plan and allocation of special education funds;
 9. Meet as often as necessary during the year to implement the business of the Desert Mountain SELPA and to provide the necessary direction and guidance to the CAHELP CEO;
 10. Provide direction, consultation, and technical assistance to the LEAs and the Superintendent of the RLA;
 11. Provide a consistent forum to develop, review, and approve policy recommendations, which are submitted to the CAHELP JPA Governance Council for consideration;
 12. Approve interagency agreements;
 13. Designate participants for the Desert Mountain SELPA Steering/Finance Committee;
 14. Establish and promote a Community Advisory Committee (CAC);
 15. Receive recommendations from the CAC, Desert Mountain SELPA Steering/Finance Committee, LEA boards, and other interested agencies and individuals;
 16. Decide disputes, if and, between participating LEAs that arise concerning special education related matters or related to the interpretation of the Local Plan and other agreements or policies between or among the LEAs;
 17. Annually evaluate the Local Plan implementation and operations; and
 18. Undertake such additional activities as permitted under the JPA Agreement and Bylaws, California law, and the Local Plan.

c. The responsibilities of district and county administrators of special education in coordinating the administration of the local plan: [EC 56205(a)(12)(D)(i)]

It is the responsibility of each LEA special education administrator and county administrator of special education to assure that all LEA/county policies operate within federal and state laws and regulations.

Section B: Governance and Administration

SELPA 3601 Desert Mountain SELPA

Fiscal Year 2024-25

Each LEA has a responsibility to participate in SELPA Steering and other committee meetings to facilitate understanding and knowledge in coordinating the administration of the Local Plan. The various committees provide a communication network on current and important issues related to special education laws, regulations, state requirements, and programmatic issues.

11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:

a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan: [EC 56205(a)(12)(D)(ii)(I)]

a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan:

The role of SBCOE is designated as the Responsible Local Agency (RLA) and Administrative Unit (AU) for the Desert Mountain SELPA.

A. Responsibilities of the RLA

The RLA shall be responsible for functions as specified under California Education Code 56195.1(c)(2) such as, but not limited to:

1. Receipt and distribution of regionalized services funds as approved by the CAHELP JPA Governance Council. An overall budget for all special education services and programs for the Special Education Local Plan Area shall be prepared under the direction of the CAHELP CEO. The Desert Mountain SELPA Steering/Finance Committee shall also provide assistance in the development of the annual income and expenditure budgets for the Desert Mountain SELPA. The budget shall be submitted to the CAHELP JPA Governance Council by the CAHELP CEO for review and approval.
2. Provision of administrative support;
3. Coordination and implementation of the Local Plan;
4. Receipt and distribution of special education funds to LEA accounts for the operation of special education programs and services according to the Special Education Funding Allocation Plan approved by the CAHELP JPA Governance Council;
5. Receipt and distribution of special education funds to accounts exclusively designated for the Desert Mountain SELPA use; and
6. The employment of staff as designated by the CAHELP JPA Governance Council to support Desert Mountain SELPA functions.

The Desert Mountain SELPA office is designated as the entity responsible for the administration of the Local Plan and assuring that the Desert Mountain SELPA is in compliance with all applicable laws and regulations.

B. Selection, Employment, and Evaluation of the Desert Mountain SELPA Staff

The governing boards of each of the participating LEAs agree to invest in the CAHELP JPA Governance Council with the responsibility of designating an appropriate agency as the RLA for the administration of the Local Plan and its implementation. The boards assure that the CAHELP JPA Governance Council shall indemnify the need for and designate the positions necessary for the operation of the Desert Mountain SELPA functions according to this Local

SELPA 3601 Desert Mountain SELPA

Fiscal Year 2024-25

Plan.

The CAHELP CEO shall be responsible for recommending the employment of Desert Mountain SELPA personnel to carry out those functions described in the Local Plan.

The CAHELP JPA Governance Council shall be responsible for designating the staff to support the functioning of the Desert Mountain SELPA. In reviewing and approving the Desert Mountain SELPA budgets on an annual basis, the CAHELP JPA Governance Council designates the staffing for the Desert Mountain SELPA office upon recommendation of the CAHELP CEO.

Desert Mountain SELPA staff shall be employed by the RLA and supervised by the CAHELP CEO according to the RLA's policy and practices. The CAHELP CEO shall use a selection process that is in accordance with the law and personnel policies of the RLA.

Desert Mountain SELPA employed personnel shall be subject to the administrative procedures and policies in operation with SBCOE including but not limited to, hiring, supervision, evaluation, and discipline. In addition, contract negotiations shall follow County established procedures for all applicable Desert Mountain SELPA employed personnel.

C. CAHELP CEO

The fundamental role of the CAHELP CEO is to provide leadership and facilitate decision making processes regarding the implementation of the Local Plan. The CAHELP CEO's role includes the provision of information, specific services identified by the CAHELP JPA Governance Council, technical assistance, leadership, and arbitration in support of the participating LEAs. It is the CAHELP CEO's responsibility to represent the interest of the Desert Mountain SELPA as a whole without promoting any particular LEAs interest over the interest of any other agency. In the event there are differences of opinions and/or positions on issues, it is the CAHELP CEO's responsibility to mediate a reasonable resolution of the issue(s).

The CAHELP JPA Governance Council shall be responsible for the selection, direction, discipline, and evaluation of the CAHELP CEO. The CAHELP JPA Governance Council shall be assisted in the hiring and selection process by the RLA.

The CAHELP CEO is subject to the RLA's policies and procedures for day-to-day operations. The role of SBCOE is designated as the Responsible Local Agency (RLA) and Administrative Unit (AU) for the Desert Mountain SELPA.

D. Responsibilities of Participating LEAs

LEAs, in adopting the completed Local Plan, agree to carry out the duties and responsibilities assigned within the plan, or which may be designated at a later date through agreement of the participating agencies. Participating LEAs may also enter into additional contractual arrangements to meet the requirements of applicable federal and state law. Each LEA shall ensure that children with disabilities are educated with children who are nondisabled to the maximum extent appropriate. Removal of children with disabilities from the general education environment shall occur only if the nature of severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. It is recognized, however, that some students have educational needs so unique that it is not possible to meet those needs in their neighborhood schools or with their home LEAs. As a result, some students will need to receive services from other LEAs within the Desert Mountain SELPA, or through additional contractual arrangements with LEAs outside of the Desert Mountain SELPA. Each LEA shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the LEA of

SELPA 3601 Desert Mountain SELPA

Fiscal Year 2024-25

enrollment. Such cooperation ensures that a range of program options is available through Desert Mountain SELPA.

In the event of a conflict regarding the responsibility of specific LEAs for the provision of services to children with disabilities cannot be resolved satisfactorily, either party to the dispute may appeal the decision of the CAHELP CEO to the CAHELP JPA Governance Council for a hearing on the matter. The decision of the CAHELP JPA Governance Council shall be final.

- b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA: [EC 56205(a)12(D) (ii)(II); EC 56195.7(i)]

All federal and state special education funds shall be allocated to the Desert Mountain SELPA AU for distribution to LEAs according to an approved special education funding allocation plan. Any changes to the allocation of federal and state special education funds shall be made by the CAHELP JPA Governance Council as permitted under the JPA Agreement and Bylaws, and California and federal law.

1. Responsibilities for Distribution of Federal and State Funds

The governing boards of the LEAs participating in the Desert Mountain SELPA have agreed that students with disabilities will be provided with appropriate special education services. The CAHELP JPA Governance Council has been designated the authority to determine the distribution of all federal and state special education funds in order for LEAs to carry out their responsibilities. The AU shall be responsible for the distribution of funds according to an approved special education funding allocation plan. The CAHELP CEO is responsible to ensure the funds are distributed in accordance with the funding allocation plan.

The Desert Mountain SELPA Steering/Finance Committee shall participate in the development of the Annual Budget Plan for review and approval by the CAHELP JPA Governance Council. The Annual Budget Plan shall be distributed to LEAs and the CAC upon approval by the CAHELP JPA Governance Council.

State and federal funds are deposited from the San Bernardino County Treasury into the County School Service Fund (AU), unless otherwise directed by the CAHELP JPA Governance Council. The Desert Mountain SELPA provides an annual allocation plan to SBCOE for distribution of state and federal funds to the LEAs according to the approved schedule of disbursement.

- c. The operation of special education programs: [EC 56205(a)(12)(D)(ii)(III)]

The function of the Desert Mountain SELPA and participating LEAs is to provide quality educational programs and services appropriate to the needs of each eligible student with a disability who is enrolled within the Desert Mountain SELPA. The Responsible Local Agency (RLA) Superintendent, LEA Superintendents and CEOs of the LEA Charters are responsible for the management and supervision of all special education program operations within the Desert Mountain SELPA. All such programs are to be operated in a manner consistent with the funding

SELPA 3601 Desert Mountain SELPA

Fiscal Year 2024-25

provision of the California Education Code, the Individuals with Disabilities Education Act (IDEA), other applicable laws, and the Desert Mountain SELPA policies and procedures. For Charter LEAs outside of the Desert Mountain SELPA geographical area, the Desert Mountain SELPA will provide technical assistance to ensure the Charter LEAs have support necessary to fulfill their legal obligations under California Education Code, the Individuals with Education Act (IDEA), other applicable laws, and Desert Mountain SELPA policies and procedures.

The Desert Mountain SELPA Local Plan is a joint effort of the CAHELP JPA, SBCOE and participating LEAs, including Charter LEAs. Participating LEAs work in cooperation with the SBCOE to ensure that all eligible students with disabilities enrolled in alternative education programs including, but not limited to, alternative schools, charter schools, and juvenile court schools within the Desert Mountain SELPA will have access to appropriate special education programs and related services. The Desert Mountain SELPA will ensure and provide support to the LEAs that are out of geographic area to ensure that all eligible students with disabilities enrolled in alternative education programs have access to appropriate special education programs and related services.

d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs: [EC 56205(a)(12)(D)(ii)(IV)]

Funds allocated for special education programs shall be used for services to students with disabilities. Federal funds under Part B of IDEA may be used for the following activities:

1. For the costs of special education and related services and supplementary aids and services provided in a general education class or other education-related setting to a student with a disability in accordance with the IEP for the child, even if one or more nondisabled children benefit from these services.

2. To develop and implement a fully integrated and coordinated services system. The CAHELP CEO, with the assistance of the Desert Mountain SELPA Steering/Finance Committee, and the AU shall be responsible to monitor on an annual basis the appropriate use of all funds allocated for special education programs. Final determination and action regarding the appropriate use of special education funds shall be made by the CAHELP JPA Governance Council through the Annual Budget Plan process.

The Desert Mountain SELPA monitors the distribution and appropriate use of funds and shares this information with the Desert Mountain SELPA Steering/Finance Committee. When necessary, meetings are held with individual LEAs for the purpose of monitoring funds. The Desert Mountain SELPA is responsible for the preparation of program and fiscal reports requested by the State.

The CAHELP CEO shall be permitted to monitor the LEAs special education program implementation to ensure compliance in all areas including finance, service delivery, and legal requirements. If the CAHELP CEO or designee determines that an LEA is not compliant and/or not operating in a fiscally responsible manner, the CAHELP CEO may require that the responsibility for resulting costs be borne by the LEA or take such other action as may be

Section B: Governance and Administration

SELPA 3601 Desert Mountain SELPA

Fiscal Year 2024-25

required to remedy the matter. The LEA will have the right to appeal any such determination to the CAHELP JPA Governance Council. The decision of the CAHELP JPA Governance Council shall be final.

12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments: [EC 56206]

Both state and federal law provide that students with disabilities are entitled to a free appropriate public education (FAPE) that includes special education and related services to meet their unique needs in the least restrictive environment (LRE). The determination of LRE for students with disabilities is based on IEP team consideration of where the goals/objectives can be implemented most successfully. DMSELPA LEAs must ensure that all children served under their jurisdiction who have disabilities, regardless of the severity of their disability, and who are in need of special education and related services are identified, located, evaluated, and served. Therefore, a full continuum of place options and services are available within the Desert Mountain SELPA. LEAs shall further ensure that removal of students with disabilities from the general education environment occurs only when the nature or severity of the disability is such that education in the general education program even with the use of supplementary aids and services cannot be achieved satisfactorily. The IEP shall include an explanation of the extent, if any to which the student will not participate with nondisabled students in the general education program and in extracurricular and other nonacademic activities.

The DMSELPA LRE policy requires that all individual students with exceptional needs be provided FAPE in the LRE. If a related service or services cannot be provided by a local education agency (LEA), the LEA may contract with a certified nonpublic, nonsectarian school or agency in accordance with requirements of a master contract and an individual services agreement (ISA). For mental health services or medically necessary occupational and physical therapy, employees, vendors or contractors of the State Department of Health Sciences or Mental Health, or any designated local public health agency, may provide related services in accordance with procedures outlined in local interagency agreements.

DMSELPA LRE policy specifies that special education programs, appropriate to meet student needs, are housed on regular school campuses, as well as on leased sites, and are dispersed through the DMSELPA as equitably as possible to ensure that students with disabilities are served as close to home as possible. Member LEAs shall ensure that students with disabilities shall have equal access to general education activities, programs, and facilities while on the regular school site and participate in those activities as appropriate to meet their needs. The DMSELPA IEP contains a statement of supplementary aids and services that the student with a disability may need to ensure their participation in the general education curriculum. Member LEAs shall encourage the close cooperation of all school personnel to facilitate opportunities for social as well as academic interaction between students with disabilities and nondisabled students. Member LEAs shall ensure that all

Section B: Governance and Administration

SELPA 3601 Desert Mountain SELPA

Fiscal Year 2024-25

students with disabilities are educated and participate with nondisabled students in academic, nonacademic, and extracurricular activities to the extent appropriate. The IEP shall contain a statement of the program modifications and/or supports for school personnel that will be provided for the students with a disability in order to be educated and participate in activities with nondisabled students.

Due to the large geographical area of the Desert Mountain SELPA, the Local Plan provides funding per the Desert Mountain SELPA Fiscal Allocation Plan to the member LEAs so they may appropriately provide for all students with special education needs attending their schools.

The CAHELP JPA Governance Council has indicated its strong preference for a decentralized structure that would keep as many children as possible appropriately served in their LEA of enrollment. It is felt that only when there is convincing evidence that a service is more economically feasible on a regional level would service be provided outside of the local LEAs. Leaving most programs with local LEAs will ensure their responsiveness to local interests and values; minimize transportation; encourage inclusion; and reduce duplication of administrative and service costs.

Policies, Procedures, and Programs

Pursuant to EC sections 56122 and 56205(a), the SELPA ensures conformity with Title 20 *United States Code (USC)* and in accordance with Title 34 *Code of Federal Regulations (CFR)* Section 300.201 and has in effect policies, procedures, and programs. For each of the following 23 areas, identify whether or not, each of the following provisions of law are adopted as stated. If the policy is not adopted as stated, briefly describe the SELPA's policy for the given area. In all cases, provide the SELPA policy and procedure numbers (If applicable. Leave blank if not applicable); the document title; and the physical location where the policy can be found.

1. Free Appropriate Public Education: 20 USC Section 1412(a)(1); EC 56205(a)(1)

Policy/Procedure Number: SELPA Policies Chapter 5 Supports and Services: Section A

Document Title: Chapter 5: Supports and Services

Document Location: DMSELPA Policy Manual

"It shall be the policy of this LEA that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school." The policy is adopted by the SELPA as stated:

Section B: Governance and Administration

SELPA

Fiscal Year

Yes No

2. Full Educational Opportunity: 20 USC Section 1412(a)(2); EC 56205(a)(2)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes No

3. Child Find: 20 USC Section 1412(a)(3); EC 56205(a)(3)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services." The policy is adopted by the SELPA as stated:

Yes No

4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP): 20 USC Section 1412(a)(4); EC 56205(a)(4)

Policy/Procedure Number:

Document Title:

Document Location:

Section B: Governance and Administration

SELPA

Fiscal Year

"It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 USC Section 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 USC Section 1414 (d). It shall be the policy of this LEA that an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions." The policy is adopted by the SELPA as stated:

Yes No

5. Least Restrictive Environment: USC Section 1412(a)(5); EC 56205(a)(5)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated:

Yes No

6. Procedural Safeguards: 20 USC Section 1412(a)(6); EC 56205(a)(6)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes No

Section B: Governance and Administration

SELPA

Fiscal Year

7. Evaluation: 20 USC Section 1412(a)(7); EC 56205(a)(7)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate." The policy is adopted by the SELPA as stated:

Yes No

8. Confidentiality: 20 USC Section 1412(a)(8); EC 56205(a)(8)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes No

9. Part C to Part B Transition: 20 USC Section 1412(a)(9); EC 56205(a)(9)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children participating in early intervention programs under the Individuals with Disabilities Education Act (IDEA), Part C, and who will participate in preschool programs, experience a smooth and effective transition to preschool programs in a manner

Section B: Governance and Administration

SELPA

Fiscal Year

consistent with 20 USC Section 1437(a)(9). The transition process shall begin prior to the child's third birthday."The policy is adopted by the SELPA as stated:

Yes No

10. Private Schools: 20 USC Section 1412(a)(10); EC 56205(a)(10)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents." The policy is adopted by the SELPA as stated:

Yes No

11. Local Compliance Assurances: 20 USC Section 1412(a)(11); EC 56205(a)(11)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and-regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California EC, Part 30." The policy is adopted by the SELPA as stated:

Yes No

12. Interagency: 20 USC Section 1412(a)(12); EC 56205(a)(12)(D)(iii)

Policy/Procedure Number:

Section B: Governance and Administration

SELPA

Fiscal Year

Document Title:

Document Location:

"It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process." The policy is adopted by the SELPA as stated:

Yes No

13. Governance: 20 USC Section 1412(a)(13); EC 56205(a)(12)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the local plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Education Agency." The policy is adopted by the SELPA as stated:

Yes No

14. Personnel Qualifications; EC 56205(a)(13)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to ensure that personnel providing special education related services are appropriately and adequately prepared and trained, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education

Section B: Governance and Administration

SELPA

Fiscal Year

(CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

Yes No

15. Performance Goals and Indicators: 20 USC Section 1412(a)(15); EC 56205(a)(14)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE." The policy is adopted by the SELPA as stated:

Yes No

16. Participation in Assessments: 20 USC Section 1412(a)(16); EC 56205(a)(15)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs described in 20 USC Subsection 6311. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective Reps.." The policy is adopted by the SELPA as stated:

Yes No

17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17); EC 56205(a)(16)

Policy/Procedure Number:

Document Title:

Document Location:

Section B: Governance and Administration

SELPA

Fiscal Year

"It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds." The policy is adopted by the SELPA as stated:

Yes No

18. Maintenance of Effort: 20 USC Section 1412(a)(18); EC 56205(a)(17)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes No

19. Public Participation: 20 USC Section 1412(a)(19); EC 56205(a)(18)

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

"It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:

Yes No

20. Suspension and Expulsion: 20 USC Section 1412(a)(22); EC 56205(a)(19)

Policy/Procedure Number:

Document Title:

Section B: Governance and Administration

SELPA

Fiscal Year

Document Location:

"The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised." The policy is adopted by the SELPA as stated:

Yes No

21. Access to Instructional Materials: 20 USC Section 1412(a)(23); EC 56205(a)(20)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated:

Yes No

22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24); EC 56205(a)(21)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities." The policy is adopted by the SELPA as stated:

Yes No

23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25); EC 56205(a)(22)

Policy/Procedure Number:

Document Title:

Section B: Governance and Administration

SELPA

Fiscal Year

Document Location:

"It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services." The policy is adopted by the SELPA as stated:

Yes No

Administration of Regionalized Operations and Services

Pursuant to *EC* sections 56195.7(c), 56205(a)(12)(B), 56368, and 56836.23, describe the regionalized operation and service functions. Descriptions must include an explanation of the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the document title and the location (e.g., SELPA office) for each function:"

1. Coordination of the SELPA and the implementation of the local plan:

Document Title:	<input type="text" value="Desert Mountain Introduction"/>
Document Location:	<input type="text" value="Desert Mountain SELPA Policy Manual"/>
Description:	<p>Direct instructional support provided by program specialist: Not applicable.</p> <p>Respective roles of the RLA/ AU: SBCSS, as the administrative unit of Desert Mountain SELPA assures the implementation of the Local Plan by accepting regionalized services and program specialist funds and the responsibilities that accompany them to oversee and assist in funding the operations of Desert Mountain SELPA in accordance with directives of the CAHELP Governance Board.</p> <p>Role of the Chief Executive Officer: The Chief Executive Officer ensures that the local plan is implemented and makes recommendations to the CAHELP Governance Board when revisions are needed. This includes facilitating the development and approval of SELPA policies and procedures necessary to implement the local plan.</p> <p>Role of individual LEAs: The member districts of the Desert Mountain SELPA ensure a full continuum of services are available in order to</p>

Section B: Governance and Administration

SELPA 3601 Desert Mountain SELPA

Fiscal Year 2024-25

provide a free and appropriate public education to all students with disabilities for whom they are responsible. The individual LEAs, through their representative to the Board of Directors, approve any policies and procedures needed to implement the local plan.

2. Coordinated system of identification and assessment:

Document Title: Identification & Referral

Document Location: Desert Mountain SELPA Policy Manual: Chapter 1

Description: Direct instructional support provided by program specialist: The program specialists of the Desert Mountain SELPA observe, consult and assist service providers.

Respective roles of the RLA/ AU: Not applicable.

Role of the Chief Executive Officer: The SELPA Chief Executive Officer ensures each LEA conducts child find activities. The SELPA provides technical support to LEAs and guidance to parents, as needed. The SELPA participates in child find activities by establishing policies and procedures for the member LEAs and ensures appropriate interagency agreements are in place.

Role of individual LEAs: The member districts of the Desert Mountain SELPA are responsible for identifying and assessing all students for whom they are responsible.

Direct instructional support provided by program specialist: The program specialists of the Desert Mountain SELPA observe, consult and assist service providers.

Respective roles of the RLA/ AU: Not applicable.

Role of the Chief Executive Officer: The SELPA Chief Executive Officer ensures each LEA conducts child find activities. The SELPA provides technical support to LEAs and guidance to parents, as needed. The SELPA participates in child find activities by establishing policies and procedures for the member LEAs and ensures appropriate interagency agreements are in place.

Role of individual LEAs: The member districts of the Desert Mountain SELPA are responsible for identifying and assessing all students for whom they are responsible.

Section B: Governance and Administration

SELPA

Fiscal Year

3. Coordinated system of procedural safeguards:

Document Title:

Document Location:

Description:

4. Coordinated system of staff development and parent and guardian education:

Document Title:

Document Location:

Section B: Governance and Administration

SELPA 3601 Desert Mountain SELPA

Fiscal Year 2024-25

Description:

program specialists of the Desert Mountain SELPA provide staff development, program development, and innovation of special methods and approaches for SELPA and Regional members as well as parents and community.

Respective roles of the RLA/ AU: Not Applicable.

Role of the Chief Executive Officer: Regularly, the SELPA Chief Executive Officer collects input from the member district special education directors and other staff members to determine staff development needs. The SELPA Chief Executive Officer provides oversight in the development and provision of needed staff development and supports. On an annual basis, the Desert Mountain SELPA Community Advisory Committee (CAC) provides input on parent/guardian education needs. The SELPA Chief Executive Officer provides oversight in the development and provision of identified parent and guardian education.

Role of individual LEAs: The member districts of the Desert Mountain SELPA determine their staff development and parent/guardian education, based on their local needs, meeting with SELPA staff to plan. They may seek technical assistance or input from the SELPA. They ensure the use of resources for employees to participate in staff development.

5. Coordinated system of curriculum development and alignment with the core curriculum:

Document Title:

Instructional Planning

Document Location:

Desert Mountain SELPA Policy Manual: Chapter 4

Description:

Direct instructional support provided by program specialist: The program specialists of the Desert Mountain SELPA identify and coordinate curricular resources for students with disabilities.

Respective roles of the RLA/ AU: Not applicable.

Role of the Chief Executive Officer: The SELPA Chief Executive Officer provides technical assistance and staff development, as requested or determined appropriate, to assure a coordinated system of curriculum development and alignment with the state standards and core curriculum.

Section B: Governance and Administration

SELPA

Fiscal Year

Role of individual LEAs: The member districts of the Desert Mountain SELPA determine their needs for curriculum development and alignment with state standards and core curriculum, based on their local needs

6. Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system:

Document Title:

Document Location:

Description:

Direct instructional support provided by program specialist: When requested, the program specialist of the Desert Mountain SELPA evaluate the effectiveness of programs for students with disabilities

Respective roles of the RLA/ AU: SBCSS assures a coordinated system of internal program review, evaluation of effectiveness of the local plan, and implementation of the local plan accountability system by accepting regionalized services and program specialist funds and the responsibilities that accompany them to monitor the funding of the operations of the Desert Mountain SELPA.

Role of the Chief Executive Officer: The SELPA Chief Executive Officer ensures the Local Plan is reviewed and evaluated on an ongoing basis to determine the effectiveness of its implementation. The SELPA Chief Executive Officer ensures the submission annually of all information required by CDE, in this effort, including statistical data, program information, and fiscal information related to programs and services for pupils with disabilities. The SELPA Chief Executive Officer supports member districts in the collection of data related to compliance, due process procedures, availability of services, and key performance indicators, as needed.

Role of individual LEAs: The member districts of the Desert Mountain SELPA individually review and monitor Annual Performance Reports, the California School Dashboard, and other data sources to ensure students with disabilities receive a free and appropriate public education. Individual LEAs will also engage in monitoring activities as required by the CDE

7. Coordinated system of data collection and management:

Section B: Governance and Administration

SELPA

Fiscal Year

Document Title:

Desert Mountain SELPA IEP Manual

Document Location:

Desert Mountain SELPA IEP Manual

Description:

Direct instructional support provided by program specialist: Not applicable.

Respective roles of the RLA/ AU: Not applicable

Role of the Chief Executive Officer: The SELPA Chief Executive Officer approves and certifies the California Longitudinal Assessment and Pupil Data System (CALPADS) submission of each member LEA as required by the California Department of Education. The SELPA provides technical assistance and training to LEAs in data collection and management.

Role of individual LEAs: The member districts of the Desert Mountain SELPA LEAs are responsible for data entry, quality and integrity. The LEAs approve and certify the California Longitudinal Assessment and Pupil Data System (CALPADS) submission as required by the California Department of Education.

8. Coordination of interagency agreements:

Document Title:

Interagency Agreements

Document Location:

Desert Mountain SELPA Policy Manual: Chapter 12

Description:

Direct instructional support provided by program specialist: Not applicable.

Respective roles of the RLA/ AU: not applicable

Role of the Chief Executive Officer: The SELPA Chief Executive Officer ensures that interagency agreements are in place as required by California Education Code and provides technical assistance and dispute resolution as needed. The SELPA Chief Executive Officer, or designee, serves on committees as interagency agreements are being reviewed, revised, or developed.

Section B: Governance and Administration

SELPA

Fiscal Year

Role of individual LEAs: The member districts of the Desert Mountain SELPA through their representative to the Board of Directors approve and implement interagency agreements as appropriate.

9. Coordination of services to medical facilities:

Document Title:

Document Location:

Description:

10. Coordination of services to licensed children's institutions and foster family homes:

Document Title:

Document Location:

Direct instructional support provided by program specialist: The program specialists of the Desert Mountain SELPA when requested provide technical assistance to assure pupils have a full educational opportunity regardless of the district of special education accountability.

Respective roles of the RLA/ AU: SBCSS assures the coordination of services to licensed children's institutions and foster family homes by

Section B: Governance and Administration

SELPA

Fiscal Year

Description:

accepting regionalized services and program specialist funds and the responsibilities that accompany them to oversee the funding operations of the Desert Mountain SELPA.

Role of the Chief Executive Officer: The SELPA Chief Executive Officer facilitates the coordination of services to licensed children’s institutions and foster family homes by the designated LEAs

Role of individual LEAs: Special education services for students with disabilities residing in foster family homes or licensed children’s institutions are the responsibility of the member district of the Desert Mountain SELPA in which the foster family home or the licensed children’s institution is located, unless based on education code there is another district of special education accountability which would be responsible.

11. Preparation and transmission of required special education local plan area reports:

Document Title:

Document Location:

Description:

Direct instructional support provided by program specialist: Not applicable.

Respective roles of the RLA/ AU: SBCSS assures the preparation and transmission of required special education local plan area reports by accepting regionalized services and program specialist funds and the responsibilities that accompany them to oversee the funding operations of the Desert Mountain SELPA.

Role of the Chief Executive Officer: The SELPA Chief Executive Officer ensures timely transmission of required reports and provides technical assistance to LEAs in completing reports.

Role of individual LEAs: The member districts of the Desert Mountain SELPA, individually, submit required data in order for the SELPA to submit timely reports.

12. Fiscal and logistical support of the CAC:

Section B: Governance and Administration

SELPA 3601 Desert Mountain SELPA

Fiscal Year 2024-25

Document Title:	Section B: Governance and Administration
Document Location:	Desert Mountain SELPA Local Plan
Description:	<p>Direct instructional support provided by program specialist: The program specialist of the Desert Mountain SELPA provide training and logistical support to the CAC.</p> <p>Respective roles of the RLA/ AU: Not Applicable</p> <p>Role of the Chief Executive Officer: The SELPA Chief Executive Officer ensures fiscal and logistical support for CAC meetings, events, and trainings.</p> <p>Role of individual LEAs: The superintendents of the Desert Mountain SELPA member districts through the Governance Board ensure the SELPA has sufficient resources to provide fiscal and logistical support for the CAC. Special Education Directors of the Desert Mountain SELPA member districts facilitate communication with their CAC representative(s) for this purpose.</p>

13. Coordination of transportation services for individuals with exceptional needs:

Document Title:	Instructional Services
Document Location:	Desert Mountain SELPA Policy Handbook: Chapter 4
Description:	<p>Direct instructional support provided by program specialist: Not Applicable</p> <p>Respective roles of the RLA/ AU: SBCSS assures the coordination of transportation services for individuals with exceptional needs by accepting regionalized services and program specialist funds and the responsibilities that accompany them to oversee the funding operations for the Desert Mountain SELPA.</p> <p>Role of the Chief Executive Officer: The SELPA Chief Executive Officer provides guidance and technical assistance, as requested, in addressing questions regarding the provision of transportation services for individuals with exceptional needs.</p> <p>Role of individual LEAs: Each member district of the Desert Mountain</p>

Section B: Governance and Administration

SELPA

Fiscal Year

SELPA is responsible for providing transportation for their students with disabilities as determined by their IEP teams.

14. Coordination of career and vocational education and transition services:

Document Title:

Document Location:

Description:

15. Assurance of full educational opportunity:

Document Title:

Document Location:

Direct instructional support provided by program specialist: The program specialists of the Desert Mountain SELPA provide technical assistance to assure pupils have a full educational opportunity

Section B: Governance and Administration

SELPA 3601 Desert Mountain SELPA

Fiscal Year 2024-25

Description:

regardless of the district of special education accountability.

Respective roles of the RLA/ AU: Not applicable

Role of the Chief Executive Officer: The SELPA Chief Executive Officer ensures a full continuum of services is available and provided. The SELPA Chief Executive Officer assists with Inter-SELPA Transfers, as needed. Additionally, the SELPA Chief Executive Officer provides program development and technical assistance upon request or as determined to be needed by the SELPA to member districts and/or nonpublic schools.

Role of individual LEAs: Each member district of the desert Mountain SELPA, through their representative to the Board of Directors determines the regional programs needed to meet the needs of the students with disabilities within the SELPA. Additionally, each member district of the Desert Mountain SELPA is responsible for providing a full continuum of services.

16. Fiscal administration and the allocation of state and federal funds pursuant to *EC* Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Document Title: Fiscal Allocation Plan

Document Location: Desert Mountain SELPA Policy Manual: Chapter 24

Direct instructional support provided by program specialist: Not applicable

Respective roles of the RLA/ AU: SBCSS provides the fiscal administration and distribution of state and federal funds to the SELPA.

Role of the Chief Executive Officer: The Desert Mountain SELPA Chief Executive Officer facilitates the distribution of funds in accordance with the Fiscal Allocation Plan. The SELPA Chief Executive Officer also facilitates the development of the Annual Budget Plan.

Role of individual LEAs: Each member district of the Desert Mountain SELPA through their representative to the Board of Directors approves the allocation of funds to the member LEAs and approves the Annual

SELPA 3601 Desert Mountain SELPA

Fiscal Year 2024-25

Budget Plan. The member districts also submit fiscal reports as required by state and federal laws

Transfer of Federal and State Educationally Related Mental Health Services Funds from Member LEAs to SELPA via the Administrative Unit

Description:

Under current law, state (SACS resource code 6546) and federal (SACS resource code 3327) funds for educationally related mental health services ("ERMHS") for students eligible for special education and related services are distributed to the Desert Mountain SELPA(DMSELPA) on behalf of member LEAs. The funds are received by San Bernardino County Superintendent of Schools, the Administrative Unit (AU), on behalf of the DMSELPA. Historically, the SELPA has provided mental health services to member LEAs through a Fee for Service model and contracts with San Bernardino County Department of Behavioral Health (DBH). When AB114 (ERMHS funding) was enacted in 2011, the local California Association of Health and Education Linked Professions, Joint Powers Authority (CAHELP JPA)/DMSELPA Governance Council, voted to create a SELPA-wide consortia providing Educationally Related Mental Health Services. All state and federal mental health funds are currently retained at the SELPA for services to member LEAs. The Governor's 2022-2023 State Budget included a shift in distribution of these funds to individual LEAs which was postponed and reintroduced for the 2023-2024 school year. Member LEAs of the CAHELP JPA/Desert Mountain SELPA have a history of collaborative local decision-making ensuring the full continuum of services, including ERMHS, are available to all students served by the SELPA. Member LEAs recognize that, if the shift in funding distribution goes into effect, it will result in significant and unnecessary changes to the manner in which ERMHS services are provided. Changes from the shift in funding distribution will result in program, funding, and staffing challenges that will impact the quality of services to students, families, and staff across the SELPA. To avoid the unnecessary changes and resulting consequences of shifting the distribution of funds directly to LEAs, the Parties desire to maintain CAHELP JPA/DMSELPA's current structure for distributing state and federal ERMHS funds.

If the state changes the way in which these state and federal funds are

Section B: Governance and Administration

SELPA 3601 Desert Mountain SELPA

Fiscal Year 2024-25

distributed, member LEAs agree that the allocation for state principal apportionment for state ERMHS (6546) and federal ERMHS (3327) funds will be transferred from the San Bernardino County Superintendent of Schools as the Administrative Unit ("AU") to the Desert Mountain SELPA. Regardless of the distribution method determined by the state, CAHELP JPA/DMSELPA will continue to utilize the funds to provide the ERMHS programs and services at the SELPA consortia level. If any changes in these services are required, changes will be determined by the CAHELP JPA Governance Council based on local needs.

17. Direct instructional program support that maybe provided by program specialists in accordance with EC Section 56368:

Document Title: Supports and Services

Document Location: Desert Mountain SELPA Policy Manual: Chapter 5

Description:

Direct instructional support provided by program specialist: The program specialists of the Desert Mountain SELPA provide direct instructional program support when requested to do so by a member district.

Respective roles of the RLA/ AU: SBCSS assures direct instructional program support that may be provided by program specialists by accepting regionalized services and program specialist funds and the responsibilities that accompany them to oversee the funding operations of the Desert Mountain SELPA.

Role of the Chief Executive Officer: The SELPA Chief Executive Officer provides oversight in the provision of direct instructional support by programs specialists and provides technical assistance, as requested or determined appropriate.

Role of individual LEAs: The member districts of the Desert Mountain SELPA determine their needs for instructional program support and request support from the Desert Mountain SELPA.

Section B: Governance and Administration

SELPA

Fiscal Year

Special Education Local Plan Area Services

1. A description of programs for early childhood special education from birth through five years of age:

Document Title:	<input type="text" value="Chapter 9 Transition Services"/>
Document Location:	<input type="text" value="Desert Mountain SELPA Policy Manual"/>
Description:	<p>Early Education Services are provided for all eligible infants, toddlers, and preschool children by member LEAs through:</p> <ul style="list-style-type: none">• LEA preschool programs and services• Cooperative agreements within the SELPA wherein infant programs are operated by San Bernardino County Superintendent of Schools (SBCSS)• An Interagency Agreement between Inland Regional Center and DMSELPA for Implementation of California’s Early Intervention which describes specific policies, procedures, roles and responsibilities for serving infants and toddlers. Member LEAs of the DMSELPA follow transition procedures identified in the Agreement for transition of toddlers into LEA preschool programs and services (Part C to Part B transition).

2. A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator:

Document Title:	<input type="text" value="Desert Mountain SELPA Local Plan and Chapter 17:"/>
Document Location:	<input type="text" value="Desert Mountain Charter SELPA Policy Manual"/>
Description:	<p>It shall be the policy of the Special Education Local Plan Area (SELPA) that public hearings, adequate notices of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities, are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the Individuals with Disabilities Education Act (IDEA). Per the SELPA Local Plan, the California Association of Health and Education Linked Professions, Joint Powers Authority (CAHELP JPA) Governance Council is responsible for approval of policy for special education programs and services that relate to the SELPA. Policies governing the SELPA are adopted by the CAHELP JPA and</p>

Section B: Governance and Administration

SELPA 3601 Desert Mountain SELPA

Fiscal Year 2024-25

included as part of the Local Plan. Input may be received from parents, staff, public and nonpublic agencies, and members of the public at large. It is the practice that policies are presented to the SELPA Council for review then brought back for revision, if recommended, then presented to the CAHELP JPA Governance Council for review and final approval and adoption. Local Education Agencies (LEAs) will have the policies available for review and comment by the public, parents of children with disabilities, or individuals with disabilities.

3. A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan:

Document Title: CAHELP Bylaws: Article XI - Arbitration

Document Location: CAHELP Bylaws

Description:

A. In the event of a dispute between a member LEA and CAHELP JPA, the dispute shall be subject to binding arbitration and all parties shall be bound by the findings and decision of the Arbitrator(s). All disputes shall be subject to binding arbitration including, but not limited to, any disputes arising between CAHELP JPA and any member LEA concerning the Joint Powers Agreement, the Bylaws, any programs, or in any way involving or relating to the operations, management and activities of CAHELP JPA and/or the right, duties or obligations of the member agency.

B. The binding arbitration shall be conducted by JAMS, before a single arbitrator from JAMS, unless otherwise agreed between CAHELP JPA and the member agency, and shall be conducted by and under the operative rules and procedures of JAMS.

C. Regardless of the outcome of the arbitration, CAHELP JPA and the member agency shall share equally in the costs of the arbitration and in the compensation of the arbitrator, provided that the arbitrator shall have discretion to award fees and costs to the extent the arbitrator finds any claim or defense to have been presented without an objective and reasonable basis, or to the extent the arbitrator determines that a party engaged in conduct which resulted in unnecessary legal fees and costs.

D. The arbitrator shall consider CAHELP JPA as a governmental agency and risk sharing organization, and the parties relationship as an honorable one and neither a contract of adhesion or otherwise as an agreement between parties with adverse interests. The arbitrator shall seek to enforce the terms of the parties' agreements and the intentions

Section B: Governance and Administration

SELPA 3601 Desert Mountain SELPA

Fiscal Year 2024-25

of the parties at the time of entering into those agreements, in a fair and objective manner.
A. E. A judgment based on the decision of the arbitrator may be entered in any court having jurisdiction upon the request of the member agency or CAHELP JPA

4. A description of the process being used to ensure a student is referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized:

Document Title: Chapter 1 Identification and Referral
Chapter 10 Positive Behavioral Interventions

Document Location: Desert Mountain SELPA Policy Manual

Description: The SELPA Chief Executive Officer, through the utilization of SELPA staff and through regular meetings of the DMSELPA Steering Committee transmits information on resources, practices and procedures to ensure a student referred for special education instruction and services has received instruction in the regular education program utilizing resources to ensure educational progress. Each LEA shall ensure that a pupil is referred for special educational instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. Such resources may include, but are not limited to, response to intervention models, student success teams, early literacy programs, and remedial programs.

5. A description of the process being used to oversee and evaluate placements in nonpublic, nonsectarian schools and the method of ensuring that all requirements of each student's individualized education program are being met. The description shall include a method for evaluating whether the student is making appropriate educational progress:

Document Title: Chapter 18 Nonpublic Schools and Agencies

Document Location: Desert Mountain SELPA Policy Manual

The DMSELPA contracts with nonpublic, nonsectarian schools on behalf of the member districts. The SELPA coordinates with the California Department of Education to ensure oversight and compliance of nonpublic schools.

Section B: Governance and Administration

SELPA 3601 Desert Mountain SELPA

Fiscal Year 2024-25

Description:

Each LEA shall evaluate the placement of its pupil(s) in such schools on at least an annual basis as part of the annual IEP review. The LEA representative shall review the master contract, the individual services agreements, and the IEP to ensure that all services agreed upon and specified in the IEP are provided.

Nonpublic, nonsectarian schools are required by the master contract and the IEP to annually evaluate the pupils to determine if they are making appropriate educational progress. The LEA representative shall collaboratively review with the nonpublic, nonsectarian school the evaluations conducted by the nonpublic, nonsectarian school to ensure that they were appropriate and valid for measuring pupil progress. The LEA may choose to administer additional assessments as necessary, with parent consent where required, to determine whether the pupil is making adequate educational progress.

6. A description of the process by which the SELPA will fulfill the obligations to provide free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances described in *EC 56026(c)(4)*) who has been incarcerated in a county jail and remains eligible for special education services:

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (*EC Section 56040*)

It is the responsibility of the district of residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (*EC Section 56041*)

Document Title: Chapter 7 Procedural Safeguards

Document Location: Desert Mountain SELPA Policy Manual

As members of the DMSELPA, each LEA desires to provide a free and appropriate public education (FAPE) to all school aged K-12 individuals with disabilities, who are enrolled in their LEA, including children who have been suspended or expelled or placed in a nonpublic school or agency services. The DMSELPA will provide technical support to any LEAs identified as the DOR for students age 18 to 21 who are

Section B: Governance and Administration

SELPA

Fiscal Year

Description:

incarcerated in a county jail and remaining eligible for special education to assist in meeting their obligation. The DMSELPA may facilitate collaboration with the county jails as requested. Students shall be referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized. (Education Code 56303)

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

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



California Department of Education

Special Education Division

Local Plan Annual Submission

SELPA:

Fiscal Year:

Local Plan Section E: Annual Service Plan

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

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

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

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

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

- 330–Specialized Academic Instruction/
Specially Designed Instruction

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

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

Service is Not Currently Provided

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

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

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

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

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

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

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

340—Intensive Individual Instruction

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

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

Service is Not Currently Provided

350—Individual and Small Group Instruction

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

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

Service is Not Currently Provided

Section E: Annual Service Plan

SELPA:

Fiscal Year:

415–Speech and Language

Service is Not Currently Provided

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

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

425–Adapted Physical Education

Service is Not Currently Provided

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

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

435–Health and Nursing: Specialized
Physical Health Care

Service is Not Currently Provided

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

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

436–Health and Nursing: Other

Service is Not Currently Provided

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual consulting, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do not include any physician supervised or specialized health care service. IEP required health and nursing services are expected to supplement the regular health services program.

445–Assistive Technology

Service is Not Currently Provided

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

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

450–Occupational Therapy

Service is Not Currently Provided

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

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

460–Physical Therapy

Service is Not Currently Provided

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

These services are provided, pursuant to an IEP, by a registered physical therapist or physical

Section E: Annual Service Plan

SELPA:

Fiscal Year:

therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home, and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents.

510–Individual Counseling

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

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

Service is Not Currently Provided

515–Counseling and Guidance

Service is Not Currently Provided

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

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

520–Parent Counseling

Service is Not Currently Provided

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

Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's

Section E: Annual Service Plan

SELPA:

Fiscal Year:

needs and may include parenting skills or other pertinent issues. IEP required parent counseling is expected to supplement the regular guidance and counseling program.

525–Social Worker

Service is Not Currently Provided

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

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

530–Psychological

Service is Not Currently Provided

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

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

535–Behavior Intervention

Service is Not Currently Provided

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

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

540–Day Treatment

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

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

Service is Not Currently Provided

545–Residential Treatment

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

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

Service is Not Currently Provided

610–Specialized Service for Low Incidence Disabilities

Service is Not Currently Provided

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

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

710–Specialized Deaf and Hard of Hearing

Service is Not Currently Provided

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

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

715–Interpreter

Service is Not Currently Provided

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

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

720–Audiological *Service is Not Currently Provided*

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

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

725–Specialized Vision *Service is Not Currently Provided*

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

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

730–Orientation and Mobility *Service is Not Currently Provided*

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

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

735–Braille Transcription *Service is Not Currently Provided*

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

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

740–Specialized Orthopedic *Service is Not Currently Provided*

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

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

745–Reading *Service is Not Currently Provided*

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

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

750–Note Taking *Service is Not Currently Provided*

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

Any specialized assistance given to the student for the purpose of taking notes when the student is unable to do so independently. This may include, but is not limited to, copies of notes taken by another student or transcription of tape-recorded information from a class or aide designated to take notes. This does not include instruction in the process of learning how to take notes.

755–Transcription *Service is Not Currently Provided*

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

Any transcription service to convert materials from print to a mode of communication suitable for the student. This may also include dictation services as it may pertain to textbooks, tests, worksheets, or anything needed for instruction.

760–Recreation Service, Including
Therapeutic Recreation *Service is Not Currently Provided*

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

Therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities and when possible and appropriate facilitate the pupil's integration into general recreation programs.

820–College Awareness *Service is Not Currently Provided*

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

College awareness is the result of acts that promote and increase student learning about higher education opportunities, information, and options that are available including but not limited to, career course prerequisites admission eligibility and financial aid.

830–Vocational Assessment, Counseling, Guidance, and Career Assessment *Service is Not Currently Provided*

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

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

840–Career Awareness *Service is Not Currently Provided*

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

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

850–Work Experience Education *Service is Not Currently Provided*

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

Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a

Section E: Annual Service Plan

SELPA:

Fiscal Year:

855–Job Coaching *Service is Not Currently Provided*

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

860–Mentoring *Service is Not Currently Provided*

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

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

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

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

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

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

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

900–Other Related Service

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

Service is Not Currently Provided



Description of the "Other Related Service"

SPECIAL TRANSPORTATION

Qualifications of the Provider Delivering "Other Related Service"

Code 900 is used to indicate Special Transportation for students with disabilities as indicated on the IEP.

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

Local Plan Section D: Annual Budget Plan

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

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

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

TABLE 1

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

D-1. Special Education Revenue by Source

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

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	86,162,687	71.94%
AB 602 Property Taxes	5,885,763	4.91%
Federal IDEA Part B	22,097,874	18.45%
Federal IDEA Part C	37,210	0.03%
State Infant/Toddler	695,559	0.58%
State Mental Health	0	0.00%
Federal Mental Health	1,209,030	1.01%
Other Projected Revenue	3,676,690	3.07%
Total Projected Revenue:	119,764,813	100.00%

D-2. "Other Revenue" Source Identification

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

Other revenue includes revenue from the Federal Special Education Alternate Dispute Resolution (resource 3395) grant, Federal Project WorkAbility (resource 6520), DOR Transition Partnership Program (resource 3410), WIOA Youth (resource 5610), CalWorks Subsidized Employment Program (resource 5610), CalWorks Subsidized Youth Employment Program (resource 5610), and Desert Mountain SELPA staff development workshop registration fees (local).

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

Section D: Annual Budget Plan

SELPA

Fiscal Year

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

Section D: Annual Budget Plan

SELPA

Fiscal Year

TABLE 2

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

D-4. Total Projected Budget by Object Code

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

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	<input type="text" value="111,694,369"/>	30.11%
Object Code 2000—Classified Salaries	<input type="text" value="77,241,266"/>	20.82%
Object Code 3000—Employee Benefits	<input type="text" value="91,860,147"/>	24.77%
Object Code 4000—Supplies	<input type="text" value="9,455,191"/>	2.55%
Object Code 5000—Services and Operations	<input type="text" value="69,409,393"/>	18.71%
Object Code 6000—Capital Outlay	<input type="text" value="486,042"/>	0.13%
Object Code 7000—Other Outgo and Financing	<input type="text" value="10,764,490"/>	2.90%
Total Projected Expenditures:	370,910,898	100.00%

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

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

D-6. Code 7000—Other Outgo and Financing

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

Object 7000 includes the CDE approved indirect cost rate applied to allowable expenditures, low incidence pass-through for LI itinerant services provided by county-operated programs, and administrative and support costs for member charter schools.

Section D: Annual Budget Plan

SELPA

Fiscal Year

TABLE 3

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

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

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

Revenue Source	Amount	Percentage of Total Funding
Projected State Special Education Revenue	<input type="text" value="92,918,490"/>	25.05%
Projected Federal Revenue	<input type="text" value="26,846,323"/>	7.24%
Local Contribution	<input type="text" value="251,146,085"/>	67.71%
Total Revenue from all Sources:	370,910,898	100.00%

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

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

D-9. Special Education Local Plan Area Allocation Plan

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

The Desert Mountain SELPA special education revenue distribution model combines CDE certified state AB 602 funding and federal local assistance funding to calculate an equalized funding rate. This rate is then multiplied by each member LEA's funded ADA to determine their respective apportionments. The allocation plan allows off-the-top adjustments for purchased services, small district protection, program specialists, low incidence, and other governance-approved service and support fees. Additionally, a portion of the funding is retained at the Charter SELPA level to centralize services and enhance overall capacity. The adjusted apportionment funds are distributed to members.

- b. YES NO

If the allocation plan specifies that funds will be apportioned to the RLA/AU/AE, or to the SELPA administrator (for single LEA SELPAs), the administrator of the SELPA, upon receipt, distributes the funds in accordance with the method adopted pursuant to *EC* Section

Section D: Annual Budget Plan

SELPA

Fiscal Year

56195.7(i). This allocation plan was approved according to the SELPA's local policymaking process and is consistent with SELPA's summarized policy statement identified in Local Plan Section B: Governance and Administration item B-4. If the response is "NO," then either Section D should be edited, or Section B must be amended according to the SELPA's adopted policy making process, and resubmitted to the COE and CDE for approval.

Section D: Annual Budget Plan

SELPA

Fiscal Year

TABLE 4

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

D-10. Regionalized Operations Budget

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

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	<input type="text" value="1,299,112"/>	41.63%
Object Code 2000—Classified Salaries	<input type="text" value="440,305"/>	14.11%
Object Code 3000—Employee Benefits	<input type="text" value="684,689"/>	21.94%
Object Code 4000—Supplies	<input type="text" value="116,740"/>	3.74%
Object Code 5000—Services and Operations	<input type="text" value="360,583"/>	11.55%
Object Code 6000—Capital Outlay	<input type="text" value="0"/>	0.00%
Object Code 7000—Other Outgo and Financing	<input type="text" value="219,348"/>	7.03%
Total Projected Operating Expenditures:	3,120,777	100.00%

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

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

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

SELPA

Fiscal Year

TABLE 5

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

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

D-12. Defined Goals for Students with LI Disabilities

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

YES NO

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

Member LEAs use functions, management codes, or other unique identifiers to segregate low incidence expenditures. The SELPA assigned a distinctive management code designated for segregating low incidence expenditures. In some instances, the SELPA directly procures equipment on behalf of its members, while in other instances, members are reimbursed for low incidence-related expenses.

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

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

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

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

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

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

Special Education Local Plan Area (SELPA) Local Plan

SELPA Desert Mountain SELPA - 3601

Fiscal Year 2024-25

LOCAL PLAN
Attachments
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

**INTENTIONALLY
LEFT
BLANK**

Attachment I—Local Educational Agency Listing

Participating Local Educational Agency Identification

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

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

To Add or Delete Rows:

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

LEA Membership Changes:

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

SELPA County/District/School Codes

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

Attachment I

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

Add or Delete Row	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
1	36	75077	3631207		Academy for Academic Excellence	Marcelo	Congo	760-946-5414	mcongo@lcer.org	Previously Reported
2	36	67587			Adelanto School District	Kim	Guthrie	760-246-8691	kim_guthrie@aesd.net	Previously Reported
3	36	75077			Apple Valley USD	David	Wheeler	760-247-8001	david_wheeler@avusd.org	Previously Reported
4	36	73858			Baker Valley USD	Michael	Esposito	760-733-4567	michael_esposito@baker.k12.ca.us	Previously Reported
5	36	67611			Barstow USD	Heather	Reid	760-255-6028	heather_reid@busdk12.com	Previously Reported
6	36	67637			Bear Valley USD	Lucinda	Newton	909-585-2521	lucinda_newton@bearvalleyusd.org	Previously Reported
7	36	67934	3630761		Excelsior Charter Schools	Amber	Engelhart	760-245-4262	ambere@excelsior.com	Previously Reported
8	37	68338	114462		Health Sciences High School and Middle College	Bryan	Dale	619-528-9070	bdale@hshmc.org	Previously Reported
9	36	67736			Helendale SD	Cindy	Espinoza	760-952-1180	cespinoza@helen.dalesd.com	Previously Reported
10	36	75044			Hesperia USD	Eric	Lnad	760-244-4411	eric.lnad@hesperiausd.org	Previously Reported
11	36	75051			Lucerne Valley USD	Vici	Miller	760-248-6026	vici_miller@lucernevalleyusd.org	Previously Reported
12	36	67801			Needles USD	Jamie	Wiesner	760-326-2468	jamie_wiesner@needlesusd.org	Previously Reported

Attachment I

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	13	36	67827			Oro Grande SD	Scott	Heitman	760-243-5884	sheitman@orograndesd.org	Previously Reported
	14	36	10363			San Bernardino County Office of Education	Richard	Frederick	760-955-3532	richard.frederick@sbcss.net	Previously Reported
	15	36	73890			Silver Valley USD	Cheri	Rigdon	760-254-1357	crigdon@svusdk12.net	Previously Reported
	16	36	73957			Snowline JUSD	Pam	DeRenard	760-868-5817	pamela_derenard@snowlineschools.com	Previously Reported
	17	36	67892			Trona JUSD	Nicole	Yeager	760-372-2815	nyeager@tjUSD.net	Previously Reported
	18	36	67918			Victor Elementary SD	Tanya	Benitez	760-245-1691	tbenitez@vesd.net	Previously Reported
	19	36	67934			Victor Valley Union High SD	Larry	Brunson	760-955-3201	lbrunson@vvhuhd.org	Previously Reported
	20	33	10330	137869		Excelsior Charter School Corona-Norco	Amber	Englehart	760-245-4262	amberenglehart@excelsior.com	Previously Reported
	21	36	10363	115808		Norton Science and Engineering	Marcelo	Congo	760-946-5414	mcongo@lcer.org	Previously Reported

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

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

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

Attachment II

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

Attachment II—Projected Special Education Revenue by Local Educational Agency

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
1	Academy for Academic Excellence	1,037,147	0	0	208,271	0	0	0	0	1,245,418
2	Adelanto School District	(3,121,235)	0	0	1,368,264	0	0	0	0	-1,752,971
3	Apple Valley USD	(371,267)	0	0	2,497,947	0	0	0	0	2,126,680
4	Baker Valley USD	144,891	0	0	21,091	0	0	0	0	165,982
5	Barstow USD	(1,664,644)	0	0	1,256,219	0	0	0	0	-408,425
6	Bear Valley USD	(162,596)	0	0	374,361	0	0	0	0	211,765
7	Excelsior Charter Schools	1,794,250	0	0	487,724	0	0	0	0	2,281,974
8	Health Sciences High School and Middle College	354,117	0	0	139,726	0	0	0	0	493,843

Attachment II

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
9	Helendale SD	195,765	0	0	185,862	0	0	0	0	381,627
10	Hesperia USD	2,371,922	0	0	4,303,968	0	0	0	0	6,675,890
11	Lucerne Valley USD	191,703	0	0	197,452	0	0	0	0	389,155
12	Needles USD	246,646	0	0	205,635	0	0	0	0	452,281
13	Oro Grande SD	4,138,609	0	0	1,007,084	0	0	0	0	5,145,693
14	San Bernardino County Office of Education	87,922,880	5,885,763	37,210	2,866,016	695,559		1,209,030	3,676,690	102,293,148
15	Silver Valley USD	1,322,040	0	0	511,566	0	0	0	0	1,833,606
16	Snowline JUSD	(2,404,909)	0	0	1,596,307	0	0	0	0	-808,602
17	Trona JUSD	186,306	0	0	67,229	0	0	0	0	253,535
18	Victor Elementary SD	(7,016,253)	0	0	2,194,290	0	0	0	0	-4,821,963

Attachment II

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
19	Victor Valley Union High SD	313,199	0	0	2,342,591	0	0	0	0	2,655,790
20	Excelsior Charter School Corona-Norco	115,327	0	0	25,045	0	0	0	0	140,372
21	Norton Science and Engineering	568,789	0	0	241,226	0	0	0	0	810,015
	Totals:	86,162,687	5,885,763	37,210	22,097,874	695,559	0	1,209,030	3,676,690	119,764,813

Attachment III

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
1	Academy for Academic Excellence	841,871	226,632	379,000	16,500	23,500	0	224,241	1,711,744
2	Adelanto School District	6,653,746	5,402,787	6,456,839	404,159	3,272,439	0	0	22,189,970
3	Apple Valley USD	9,311,907	9,658,509	11,204,586	250,487	5,940,456	183,538	7,684	36,557,167
4	Baker Valley USD	79,880	35,290	45,660	100	135,746	0	0	296,676
5	Barstow USD	4,145,833	2,509,727	2,960,481	57,871	6,136,855	0	3,404	15,814,171
6	Bear Valley USD	1,771,660	826,685	1,097,873	61,573	366,460	0	0	4,124,250
7	Excelsior Charter Schools	853,309	115,313	438,186	161,437	737,997	0	0	2,306,242
8	Health Sciences High School and Middle College	300,000	230,000	155,000	0	45,000	0	0	730,000
9	Helendale SD	683,175	256,125	676,429	42,119	652,662	0	0	2,310,510

Attachment III

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
10	Hesperia USD	23,508,575	10,793,101	13,375,432	5,392,499	14,735,590	18,657	369,654	68,193,508
11	Lucerne Valley USD	833,678	564,990	566,834	29,587	277,466	0	171,867	2,444,422
12	Needles USD	662,628	131,982	362,230	37,844	11,727	0	0	1,206,411
13	Oro Grande SD	2,962,194	602,589	1,557,493	69,352	640,052	0	0	5,831,680
14	San Bernardino County Office of Education	27,738,121	30,653,067	29,981,507	2,159,969	20,271,423	44,000	9,614,584	120,462,671
15	Silver Valley USD	2,067,005	831,873	1,326,217	21,262	1,280,760	0	0	5,527,117
16	Snowline JUSD	8,877,489	4,343,348	4,964,774	470,386	3,645,911	0	98,343	22,400,251
17	Trona JUSD	143,404	140,384	191,528	45,137	107,391	0	0	627,844
18	Victor Elementary SD	8,368,324	3,074,730	6,463,391	123,702	6,158,758	233,852	0	24,422,757
19	Victor Valley Union High SD	11,027,661	6,567,138	9,220,483	90,385	4,893,295	5,995	50,472	31,855,430
20	Excelsior Charter School Corona- Norco	51,922	7,017	26,663	9,823	44,905	0	0	140,330

Attachment III

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
21	Norton Science and Engineering	811,986	269,979	409,541	11,000	31,000	0	224,241	1,757,747
	Totals:	111,694,368	77,241,267	91,860,147	9,455,191	69,409,393	486,042	10,764,490	370,910,898

Attachment IV

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
1	Academy for Academic Excellence	208,271	0.78%	1,037,147	1.12%	0	1,245,418
2	Adelanto School District	1,368,264	5.10%	(3,121,235)	-3.36%	0	-1,752,971
3	Apple Valley USD	2,497,947	9.30%	(371,267)	-0.40%	0	2,126,680
4	Baker Valley USD	21,091	0.08%	144,891	0.16%	0	165,982
5	Barstow USD	1,256,219	4.68%	(1,664,644)	-1.79%	0	-408,425
6	Bear Valley USD	374,361	1.39%	(162,596)	-0.17%	0	211,765
7	Excelsior Charter Schools	487,724	1.82%	1,794,250	1.93%	0	2,281,974
8	Health Sciences High School and Middle College	139,726	0.52%	354,117	0.38%	0	493,843
9	Helendale SD	185,862	0.69%	195,765	0.21%	0	381,627

Attachment IV

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
10	Hesperia USD	4,303,968	16.03%	2,371,922	2.55%	0	6,675,890
11	Lucerne Valley USD	197,452	0.74%	191,703	0.21%	0	389,155
12	Needles USD	205,635	0.77%	246,646	0.27%	0	452,281
13	Oro Grande SD	1,007,084	3.75%	4,138,609	4.45%	0	5,145,693
14	San Bernardino County Office of Education	7,614,465	28.36%	94,678,683	101.89%	3,676,690	102,293,148
15	Silver Valley USD	511,566	1.91%	1,322,040	1.42%	0	1,833,606
16	Snowline JUSD	1,596,307	5.95%	(2,404,909)	-2.59%	0	-808,602
17	Trona JUSD	67,229	0.25%	186,306	0.20%	0	253,535
18	Victor Elementary SD	2,194,290	8.17%	(7,016,253)	-7.55%	0	-4,821,963
19	Victor Valley Union High SD	2,342,591	8.73%	313,199	0.34%	0	2,655,790
20	Excelsior Charter School Corona- Norco	25,045	0.09%	115,327	0.12%	0	140,372

Attachment IV

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
21	Norton Science and Engineering	241,226	0.90%	568,789	0.61%	0	810,015
	Totals:	26,846,323	100.00%	92,918,490	100.00%	3,676,690	119,764,813

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
1	Academy for Academic Excellence	0	0
2	Adelanto School District	173,551	0
3	Apple Valley USD	0	0
4	Baker Valley USD	171,948	0
5	Barstow USD	30,000	0
6	Bear Valley USD	0	0
7	Excelsior Charter Schools	0	0
8	Health Sciences High School and Middle College	0	0
9	Helendale SD	0	0

Attachment V

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
10	Hesperia USD	2,762,138	0
11	Lucerne Valley USD	0	0
12	Needles USD	0	0
13	Oro Grande SD	0	0
14	San Bernardino County Office of Education	925,770	1,913,298
15	Silver Valley USD	0	0
16	Snowline JUSD	0	0
17	Trona JUSD	0	0
18	Victor Elementary SD	0	0
19	Victor Valley Union High SD	0	0
20	Excelsior Charter School Corona- Norco	0	0

Attachment V

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
21	Norton Science and Engineering	0	0
Totals:		4,063,407	1,913,298

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

SELPA:

Fiscal Year:

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

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

LEA Name	Add or Delete Row	LEA Status	IP/PA	Dis	Chart	or	Initial SELPA Notification Date	SELPA Governing Board Notification Date	COE Notification Date	CDE Notification Date	Agreed Upon Effective Fiscal Year
Not applicable		Delete This Row									<input type="text"/>

DO NOT
DISTRIBUTE

California Association of Health and Education Linked Professions,
Joint Powers Authority (CAHELP, JPA)
DESERT MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
March 22, 2024 – 9:00 a.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

MINUTES

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

Academy for Academic Excellence – Marcelo Congo, Apple Valley USD – Priscilla Avila, Barstow USD – Heather Reid, Bear Valley USD – Lucinda Newton, Desert Mountain Operations (SBCSS) – Cristian Castellanos, Stephanie Hedberg, Selina Hurley via Web Ex, Health Sciences High School and Middle College – Bryan Dale via Web Ex, Helendale SD – Joshua Behnke, Hesperia USD – Eric Land, Elaine Nelson, Lucerne Valley USD – Vici Miller, Needles USD – Jamie Wiesner via Web Ex, Snowline JUSD – Pam De Renard, Trona JUSD – Nicole Yeager, Rebecca Workman both via Web Ex, Victor Elementary SD – Tanya Benitez, Collin Rowe, and Victor Valley Union HSD – Krystal Kerns.

GUESTS:

Christina Leal – Options for Youth.

CAHELP, DMSELPA, & DMCC STAFF PRESENT:

Jamie Adkins, Samuel Barker, Pam Bender, Guille Burgos, Ivan Campos, Heidi Chavez, Danielle Cote, Peggy Dunn, Colette Garland, Linda Llamas, Letitia Macaraeg, Maurica Manibusan, Lisa Nash, Sheila Parisian, Linda Rodriguez, Veronica Rousseau, Deborah Sarkesian, and Bobbie Taylor.

1.0 CALL TO ORDER

The regular meeting of the California Association of Health and Education Linked Professions, Joint Powers Authority (CAHELP, JPA) Desert Mountain SELPA Steering and Finance Committee Meeting was called to order by Chairperson Pam Bender at 9:03 a.m., at the Desert Mountain Educational Service Center, Apple Valley.

2.0 ROLL CALL

3.0 PUBLIC PARTICIPATION

None.

4.0 ADOPTION OF THE AGENDA

4.1 **BE IT RESOLVED** that a motion was made by Lucinda Newton, seconded by Tanya Benitez, to approve the March 22, 2024 Desert Mountain SELPA Steering and Finance Committee Meeting Agenda as presented. The motion passed on the following vote: 12:0:0: Ayes: Avila, Benitez, Congo, Dale, De Renard, Hedberg, Land, Miller, Newton, Reid, Wiesner, and Yeager. Nays: None, Abstentions: None.

5.0 PRESENTATIONS

5.1 2023-24 Desert Mountain County Operated Special Education Fee-For-Service Budget – 2nd Interim Update

Selina Hurley, SBCSS Accountant, presented the 2023-24 Desert Mountain County Operated

California Association of Health and Education Linked Professions,
Joint Powers Authority (CAHELP, JPA)
DESERT MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
March 22, 2024 – 9:00 a.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

MINUTES

Special Education Fee-For-Service (FFS) Budget – 2nd Interim Update. Selina reported revenues have increased due to AB602 and services increasing by 826 students. There was also an increase in LCFF transfer due to an increase in average daily attendance (ADA) of 205 students. Selina said there was a large increase in related services and specialized academic instruction (SAI) leading to an increase in expenditures. There were expenditures savings related to vacancy savings because of positions that were not filled. The estimated FFS ending balance is \$9,701,137 plus the reserve amount of \$1,780,172 brings the estimated total ending balance to \$11,481,309.

5.2 2023-24 1st 50% Local Control Funding Formula (LCFF) Revenue Transfer – District Funded Students in County Operated Special Education Programs

Selina Hurley presented the 2023-24 1st 50% LCFF Revenue Transfer – District Funded Students in County Operated Special Education Programs. Selina stated the LCFF Revenue Transfer amount is based on P1 certified data with a projected LCFF ending fund balance of \$13,975,821.

6.0 CONSENT ITEMS

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

6.1 **BE IT RESOLVED** that a motion was made by Eric Land, seconded by Pam De Renard, to approve the following Consent Item as presented. The motion passed on the following vote: 12:0:0: Ayes: Avila, Benitez, Congo, Dale, De Renard, Hedberg, Land, Miller, Newton, Reid, Wiesner, and Yeager. Nays: None, Abstentions: None.

6.1.1 February 23, 2024 Desert Mountain SELPA Steering and Finance Committee Meeting Minutes.

7.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

7.1 Legislative Update

Pam Bender presented a brief legislative update. She highlighted that Assembly Bill (AB) 2173 is to change the terminology of emotional disturbance to emotional disability and it has been passed by the Education Committee so it will continue to move forward. It was shared that many parents do not like the terminology of emotional disturbance and will not allow it to be used for their child's eligibility. This could cause the child to miss out on services that are available to them.

Pam continued that AB 2768 would allow teachers at nonpublic schools to apply for the Golden

California Association of Health and Education Linked Professions,
Joint Powers Authority (CAHELP, JPA)
DESERT MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
March 22, 2024 – 9:00 a.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

MINUTES

State Teacher grant program. It is at the assembly education committee. Pam said AB 2340 would require managed health care plans to cover all medically necessary services and not allow imposed limits. This bill could affect DMCC billing.

7.2 Alternative Pathway Diploma Update

Pam Bender provided an update on the Alternative Pathway Diploma. The committee has met once and will meet again this week to develop a plan. Pam said the committee has decided that instead of looking at curriculum, they will focus on what state standards must be met to achieve the alternative pathway diploma.

7.3 Desert Mountain Operations Update

Stephanie Hedberg provided a Desert Mountain Operations (DMOPS) Update. Stephanie reported that she and Rich Frederick, along with their clerical staff and Cristian Castellanos have moved to 12530 Hesperia Rd, Suite C in Victorville. Their new phone number is 760-276-4070. She said Rich will maintain an office at DMESC as well.

Stephanie continued that DMOPS is moving forward with assisting their teachers in bridging credentials. They are using professional developments that were received from the state. Stephanie said if any districts are interested in bridging credentials for their teachers, they can contact Rich Frederick for the materials. She added that SBCSS is paying for their teachers' fees. Stephanie said DMOPS is willing to collaborate with DMSELPA and districts.

Pam Bender said she will provide the information to CAHELP Governance Council as information for input.

Stephanie shared that DMOPS will not be taking referrals during the state testing window of April 15-May 17, 2024 for grades 3-8 and 11. They will accept referrals outside of those grade levels though. She said if an exception needs to be made to please ask.

Stephanie stated that DMOPS is working to accommodate all referrals being received but they are now at capacity for the first time based on safety and student progress. She reported that as of March 13, 2024, DMOPS is serving 1,586 students in their moderate/severe and SUCCESS programs. Stephanie said that Rich will be reaching out again to each district about space being needed. She said districts can reach out to DMOPS for options which could include making arrangements with other districts and using transportation. Stephanie added that none of their staff is classrooms using for office space, all classrooms are being used for students.

Pam Bender reported that DMCC is moving their CARE center to free up space for DMOPS. She will provide the information to CAHELP Governance Council for options as well.

California Association of Health and Education Linked Professions,
Joint Powers Authority (CAHELP, JPA)
DESERT MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
March 22, 2024 – 9:00 a.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

MINUTES

Note – Collin Rowe left the meeting at 9:25 a.m.
Joshua Behnke joined the meeting at 9:25 a.m.

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

Linda Llamas presented the Desert Mountain Children’s Center (DMCC) Client Services monthly reports and update. DMCC is averaging 650 referrals each month, prioritizing high risk with an assessment within a few days. Linda shared that comments on the referral forms are very helpful.

Linda shared Children and Youth Behavioral Health Initiative (CYBHI) is being offered so schools can apply for and become eligible to bill Medi-Cal Services and private insurances for many services. As part of the initial pilot program, Linda stated Redlands USD and Rialto USD were selected as pilot schools. The pilot schools were to start billing in January 2024 but they have been asked to postpone until April 2024. She continued that applications will be accepted again in July 2024 and in January 2025. Linda said after January 2025, applications will be accepted on an ongoing basis. Linda also presented the draft reimbursement rates. She stated the rates are low because the idea is for schools to combine funding to make the services whole or fully funded. Linda encouraged the committee members interested in applying for the opportunity to review the materials in the meeting packet as well as the videos. She added that DMCC was asked by San Bernardino County Superintendent of Schools (SBCSS) to be part of a series of collaborative meetings with other healthcare entities and the two districts approved as part of the pilot program to create a toolbox for support and technical needs. Linda said there will be much more information to come. She added there has been a third party involved to assist with billing. She also stated DMCC is working to determine the supports they can provide to districts regarding billing.

Pam added that those that have Medi-Cal Administrative Activities (MAA) could form a community partnership with another agency that is familiar with Medi-Cal billing and the audit process.

7.5 Professional Learning Summary and Update

Heidi Chavez presented the Desert Mountain SELPA’s Professional Learning Summary and update. She said the increase in behavioral supports training attendance could reflect the students’ unknown traumas that occurred during the pandemic along with the lack of interaction with others outside of the home during that time. Heidi added DMSELPA is looking to provide more behavioral support trainings including understanding trauma. Heidi said program specialists will be reaching out to committee members to schedule time to discuss professional development for the upcoming school year.

She shared Region 10 and Captain X will be presenting *NeuroHarmony: Fostering Inclusion through Evidence Based Practices for Individuals with Autism* on April 11, 2024. This training will be at West End Educational Service Center and is for educators as well as families. Heidi said

California Association of Health and Education Linked Professions,
Joint Powers Authority (CAHELP, JPA)
DESERT MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
March 22, 2024 – 9:00 a.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

MINUTES

funding is available for families with children receiving services through Inland Regional Center (IRC) using a dedicated vendor number when registering. SELPA Administrators of California will be presenting *The Promise & Potential: Universal Screenings for Reading Difficulties including Dyslexia & Considerations for Future Implementation and Intervention*. The training is virtual and is scheduled for April 15, 2024. SELPA Administrators of California will be presenting *Legal Trends for 2024* on April 16, 2024 and it will be held virtually. Community Advisory Committee is scheduled for April 18, 2024 with the topic of *IEP Meetings 101: Understanding the IEP Process* and will be held virtually. The final Directors' Training of the school year is scheduled for April 19, 2024 on the topic of *Special Education Updates* and will be held in person.

7.6 Resolution Support Services Summary and Update

Sheila Parisian presented the Desert Mountain Charter SELPA's Resolution Support Services Summary and update. She said with the end of the year approaching, be aware of contentions in IEPs and be proactive by looking at parent requests as well as unsigned IEPs.

Pam Bender reviewed a 9th Circuit court decision regarding a student who is deaf/hard of hearing. The family asked for computer assisted/aided real-time transcription (CART) and the LEA denied the request but offered a very similar service to ensure the student needs were met. The LEA prevailed in the Office of Administrative Hearings (OAH) decision because they did provide FAPE. Pam said the case was taken to the 9th District court, where the LEA showed the student needs were met under Individuals with Disabilities Education Act (IDEA). Parents then went to the supreme court where they also found the district provided FAPE however the court found that the LEA did not meet Americans with Disabilities Act (ADA). Pam said ADA states a person is to be provided with whatever it is they want for their disability and this applies to students that are deaf and hard of hearing only at this time. Pam said a Section 504 Plan is a general education function so it is not addressed on the CAHELP JPA website but there will be information added as well as for ADA. Pam encouraged the committee members to review materials for Agenda Item 6.5 to see what might change and to also review LEA policy pertaining to ADA and Section 504 Plans.

Pam said districts provide services based on IDEA so students are to be able to meet their goals. If services are provided based on ADA, the funding could come from general education.

Lisa Nash added there are instances when a student could have an IEP and a Section 504 plan, specifically when it comes to after school programs because FAPE is for what happens during the school day.

Note - Krystal Kerns joined the meeting at 10:05 am.

7.7 Compliance Update

Peggy Dunn presented an update on compliance items from the California Department of

California Association of Health and Education Linked Professions,
Joint Powers Authority (CAHELP, JPA)
DESERT MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
March 22, 2024 – 9:00 a.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

MINUTES

Education (CDE). She said that districts should have received their Annual Determination Letters and those that have an existing plan do not have to create a new plan. The existing plan can be modified and built on. Peggy reported one more school was added to significant disproportionality. LEAs in intensive monitoring have stepped down a level. Peggy said that most LEAs in targeted remained in place at the same level. Peggy said cyclical monitoring is for schools with 100 or less students with disabilities. Peggy reviewed the progress report due dates for Compliance and Monitoring (CIM). For LEAs in Prong II, CDE shared there are issues with Box.com so the due date has been delayed as long as LEAs have been working on their reports and are in contact with CDE. Peggy said for IEP Implementation, LEAs will receive a list of randomly selected students whose records will be reviewed to ensure 90% of services have been implemented. Peggy said that services provided by nonpublic agency (NPA) staff must be documented on site because they do not have access to SEIS. Peggy has a sample tracking sheet that was created by Karina Quezada for any LEAs needing support.

Colette Garland provided information on the SEIS Service Tracker option. She demonstrated how to add services for a group of students as well as for an individual student. Colette said the LEAs are to continue tracking services provided as it will be required beyond CDE looking for a snapshot from March 1, 2024 through April 29, 2024. Colette said in case of student absence, track services that would have been provided had the student attended, noting if it was an excused or unexcused absence. If a student attends a field trip or school assembly, they are still receiving their SAI services and it should be tracked accordingly. Colette continued that when a substitute teacher provides services, a note should be left for the teacher of record to enter as substitute teachers do not have access to SEIS. She shared that SEIS is working to create reports that will allow LEAs to pull the data. Colette reiterated that DMSELPA is working on a video tutorial for tracking services. She also said that some LEAs may have purchased the Medi-Cal billing module as it is a separate module.

Linda Llamas said DMCC services are tracked on a separate platform and asked to be contacted if reports are needed.

Pam Bender said that with SEIS providing a 365-day calendar, it is one method that can be used but LEAs have a choice how to track services provided. Pam added that DMSELPA and DMCC services providers will discuss how they provide tracking reports to LEAs.

Peggy reviewed the number of late IEPs, including Plan Reviews and Re-Evaluations for the DMSELPA.

Heidi Chavez added that for Small Cyclical Monitoring, CDE will review late IEPs in August and December each year to determine if LEAs are compliant.

7.8 Nonpublic School/Nonpublic Agency Update

Peggy Dunn provided a nonpublic school/nonpublic agency update. Peggy said again that services

California Association of Health and Education Linked Professions,
Joint Powers Authority (CAHELP, JPA)
DESERT MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
March 22, 2024 – 9:00 a.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

MINUTES

provided by nonpublic agencies must be tracked and documented at the school site.

Peggy said that nonpublic schools continue to be monitored and supported by DMSELPA. She reported that Learn Academy is not accepting new students at this time as they are working to add a second teacher to the site.

7.9 Career Technical Education Update

Deborah Sarkesian provided the Career Technical Education (CTE) update. She shared the Transition Resource Fair is scheduled for April 16, 2024, 5:00 p.m.-7:00 p.m. The audience is students who are in 9-12th grades, their families, and educators. Families will be given resources to help them transition to the workforce or post-secondary education.

7.10 Occupational and Physical Therapy Service Reports and Update

Pam Bender provided the Occupational and Physical Therapy Service Reports and update. Pam encouraged committee members to review their service reports for accuracy and asked them contact Codi Andersen with any errors or questions.

8.0 FINANCE COMMITTEE REPORTS

8.1 Federal Funding Allocation

Samuel Barker provided an update on the Federal Funding Allocation. He reviewed the 2023-24 Local Assistance Entitlements (3300). Samuel said federal funding is paid as a reimbursement so funds are not provided until a claim is submitted. He previously emailed forms to the LEAs that are to be returned by April 20, 2024. Sam provided a list of reporting periods for federal expenditure reports. He said it is preferred for the funds to be spent within the fiscal year for tracking purposes.

9.0 INFORMATION ITEMS

9.1 Monthly Audiological Service Reports

9.2 Monthly Nonpublic School Placement Report

9.3 Upcoming Professional Learning Opportunities

10.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS

Tanya Benitez shared that she has recently found the Served By and For reports to be harder to read and with errors in the student address section. Samuel Barker replied that the addresses in the report are

California Association of Health and Education Linked Professions,
Joint Powers Authority (CAHELP, JPA)
DESERT MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
March 22, 2024 – 9:00 a.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

MINUTES

generated from Parent 1 in SEIS. He said the districts can update that section for accuracy. Pam Bender made note of the reports being difficult to read and will look into it.

11.0 CEO COMMENTS

Pam Bender shared a YouTube video: [World Down Syndrome Day Video for Kids](#).

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 Eric Land, to adjourn the meeting at 10:56 a.m. The motion passed on the following vote: 14:0:0: Ayes: Avila, Behnke, Benitez, Congo, Dale, DeRenard, Hedberg, Kerns, Land, Miller, Newton, Reid, 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, April 19, 2024, 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.

Legislative Update

April 2024

[*AB 438](#) (Rubio, Blanca)

Amended: 3/5/2024

Title: Pupils With Exceptional Needs: Individualized Education Programs: Postsecondary Goals and Transition Services

Status: Senate Floor—Third Reading

Position:

Summary:

This bill would, beginning July 1, 2025, change the minimum age that an Individualized Education Program (IEP) needs to include appropriate measurable postsecondary goals and transition services needed to attain those goals from age 16 to when the student starts their high school experience and not later than when the student is 16 years of age, effective July 1, 2025. If the IEP team determines that the pupil would benefit from the postponement of the inclusion of appropriate measurable postsecondary goals and transition services until 16 years of age, rather than when the pupil begins their high school experience, the IEP team is encouraged to appropriately justify the basis for that postponement.

[AB 2768](#) (Berman)

Title: Golden State Teacher Grant Program: Nonpublic, Nonsectarian Schools or Agencies

Status: Assembly Higher Education Committee

Position:

Summary:

Existing law establishes the Golden State Teacher Grant Program under the administration of the Student Aid Commission to award grants to students enrolled in professional preparation programs leading to a preliminary teaching credential or a pupil personnel services credential who commit to work for four years at a priority school or a California preschool program, as provided. Existing law defines a "priority school" as a school with 55% or more of its pupils being unduplicated pupils, as defined, and requires the commission, in coordination with the California Department of Education, to publish a list of priority schools by April 15 of each year. This bill would expand the definition of a "priority school" to also include a nonpublic, nonsectarian school or agency with 55% or more of its pupils being unduplicated pupils.

[AB 1938](#) (Gallagher)

Title: Special Education: Inclusive Practices and Strategies

Status: Assembly Education Committee

Position:

Summary:

This bill would require, for children who are deaf, hard of hearing, blind, visually impaired, or deaf-blind, inclusive practices and strategies to improve pupil outcomes to mean placement in settings that provide full access to language and specialized services. The bill would require any discussion of deaf, hard of hearing, blind, visually impaired, or deaf-blind pupils in the local educational agency setting to ensure the input and participation of the deaf, hard of hearing, blind, visually impaired, or deaf-blind communities.

Legislative Update

April 2024

[AB 2026](#) (Mathis)

Title: Disabilities: Person-First Terminology

Status: Assembly Judiciary Committee.

Position: Support

Summary:

This bill would replace “autistic children,” “developmentally disabled children,” “developmentally disabled adults,” “disabled children,” “disabled adults,” “severely disabled children,” and “emotionally disturbed” in the Health and Safety Codes and the Welfare and Institutions Codes with people's first language. Specifically, the codes will read as “children with autism,” “children with developmental disabilities,” “adults with developmental disabilities,” “children with disabilities,” “adults with disabilities,” “children with severe disabilities,” and “emotional disability.”

[AB 2173](#) (Addis)

Title: Special Education: Emotional Disability

Status: Assembly Appropriations Committee

Position: Support

Summary:

Existing federal law defines the term “emotional disturbance” for purposes of the Individuals with Disabilities Education Act. Existing state law uses the term “emotional disturbance” for certain purposes relating to the provision of special education services. This bill would provide that the term “emotional disturbance,” as described above, may also be known as “emotional disability” under state law.

[AB 2784](#) (Gabriel)

Title: Special Education: Nonpublic, Nonsectarian Schools: Waivers

Status: Assembly Desk

Position:

Summary:

This is currently a “spot bill,” meaning there is no substance to the measure, but the legislator has indicated his intent to do something on waivers for nonpublic, nonsectarian schools.

[SB 445](#) (Portantino)

Amended: 5/18/2023

Title: Special Education: Individualized Education Programs: Translation Services

Status: Assembly Inactive File—Two-Year Bill

Position:

Summary:

The bill would require a local educational agency (LEA) to, upon request from a parent whose native language is one of the eight most commonly spoken languages (excluding English) within the LEA, to translate the completed Individualized Education Program (IEP) and any revisions to the IEP within 30 calendar days of the IEP meeting or within 30 calendar days of a later request by the parent. The bill would also revise the definition of “parent” to specify that it also includes the educational rights holder and the conservator of a child.

Legislative Update

April 2024

[SB 483](#) (Cortese)

Title: Pupil Rights: Prone Restraint

Status: Assembly Desk

Position:

Summary:

This bill 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.



*Golden Gate Bridge
Image from Pixabay*

***Mild to Moderate Support
Needs, Extensive Support
Needs, or Early Childhood
Special Education
Credentials
Bridge Authorization***

SBCSS Desert Mountain Operations

Spring 2024

Materials Adapted from Contra Costa SELPA, North Region SELPA, Sacramento County SELPA, & South County SELPA; Approved by CTC

What Changed?

Previous Credentials

- Mild Moderate Disabilities (MMD)
- Moderate Severe Disabilities (MSD)
- Early Childhood Special Education (ECSE)

Current Credentials

- Mild Moderate Support Needs (MMSN)
- Extensive Support Needs (ESN)
- Early Childhood Special Education (*can teach TK/K*)

This professional development is designed to meet the requirements for the *Mild to Moderate, Extensive Support Needs, or Early Childhood Special Education Bridge Authorizations* that allow individual credential holders to earn the full breadth of the new authorizations while holding previously issued Education Specialist authorizations.

Expanded Authorization for New Credentials

Federal Disability Categories	MMD (Past)	MMSN (Now)	MSD (Past)	ESN (Now)
Autism	✓	✓	✓	✓
Deaf/Blindness			✓	✓
Emotional Disturbance	✓	✓	✓	✓
Intellectual Disability	✓	✓	✓	✓
Multiple Disabilities		✓	✓	✓
Orthopedic Impairment		✓		✓
Other Health Impairment	✓	✓		✓
Specific Learning Disability	✓	✓		✓
Traumatic Brain Injury		✓		✓

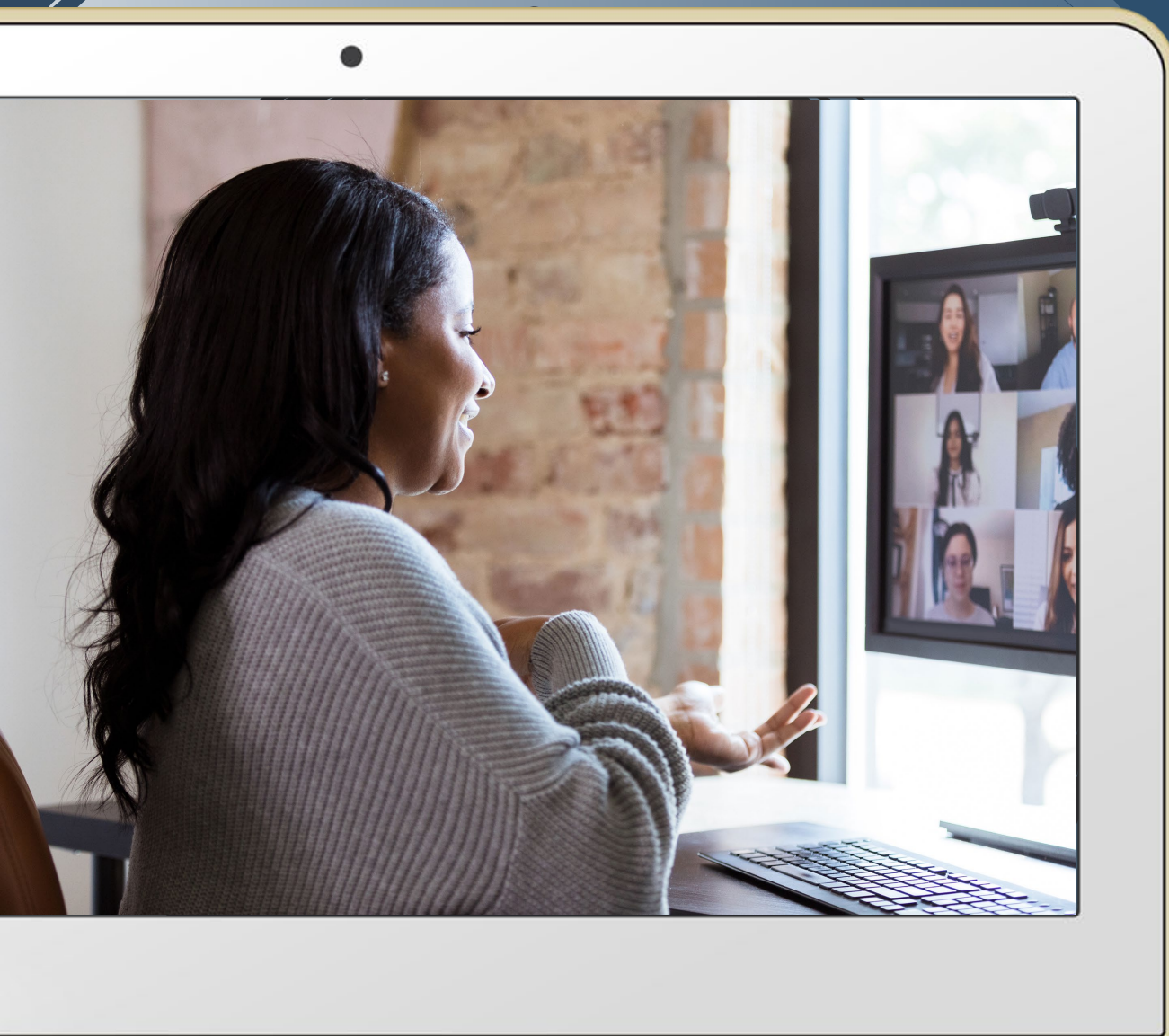
Early Childhood Special Education Added Authorization includes TK/K content standards

Design Orientation

Practicing Education Specialists bring a wealth of experience and expertise.

The Bridge is designed to address new program standards. This is not a preliminary credential program.





Interactive Virtual Training

ESN/MMSN done together

2.5 hours in length

**Human Resources assists with
CCTC paperwork**

**Credential bridging fee covered
with Educator Effectiveness
Funds**

**Teachers have updated/current
credentials**




Prevents mis-assignments

7.3 Submission of Low Incidence Equipment (LIE) Requests

No materials, verbal report only



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

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

MEMORANDUM

Date: April 17, 2024
To: Special Education Directors

From: Linda Llamas, Director

Subject: Desert Mountain Children's Center Client Reports

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

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

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



Desert Mountain Children's Center

Apple Valley: 17800 Highway 18 Apple Valley, CA 92307 | (760) 955-3601

Big Bear: 42007 Fox Farm Road, Suite 2A, Big Bear Lake, CA 92315 | (909) 866-2165

Yucca Valley: 58967 Business Center Drive, Suites C and D, Yucca Valley, CA 92284 | (760) 369-3130

National Mental Health Awareness Month – May 2024

“Where to Start: Mental Health in a Changing World”

Steering Committee

April 1, 2024

As May and the observance of Mental Health Awareness Month approaches, it is essential to recognize the significance of this annual observance and its rich history rooted in advocacy, education, and destigmatization efforts surrounding mental health challenges and mental illness. Each year, Mental Health Awareness Month serves as a vital platform to foster understanding and raise awareness regarding mental health issues that affect people in all walks of life. Mental Health Awareness Month has evolved over time, reflecting changing attitudes towards mental illness and the growing recognition of the importance of good mental health in overall well-being.

The origins of Mental Health Awareness Month can be traced back to the early 20th century when mental health advocates and organizations began campaigning for increased awareness and support for individuals with mental illness. These efforts were often grassroots in nature and aimed to challenge the prevailing stigma and discrimination associated with mental health conditions. One of the milestones in the history of Mental Health Awareness Month was the establishment of Mental Health Awareness Week in 1949 by Mental Health America (formerly known as the National Mental Health Association). This annual observance aimed to educate the public about mental health issues and promote mental wellness.

In the 1960s, Mental Health Awareness Week expanded into a month-long observance, known as Mental Health Awareness Month. This expansion provided an extended period for advocacy, education, and outreach activities focused on mental health issues. Over the years, Mental Health Awareness Month has gained recognition and support from government entities, including the U.S. Congress. In 2013, the U.S. Senate designated May as National Mental Health Awareness Month to raise awareness about mental health conditions and the importance of early intervention and treatment. Mental Health Awareness Month serves as an opportunity for mental health organizations, advocacy groups, healthcare professionals, and individuals affected by mental illness to come together to raise awareness, challenge stigma, and promote access to mental health services and support. Each year, Mental Health Awareness Month is typically centered around a specific theme or focus area chosen by mental health organizations and advocacy groups. These themes often address pressing issues in mental health, such as suicide prevention, workplace mental health, youth mental health, or access to care.



Desert Mountain Children's Center

Apple Valley: 17800 Highway 18 Apple Valley, CA 92307 | (760) 955-3601

Big Bear: 42007 Fox Farm Road, Suite 2A, Big Bear Lake, CA 92315 | (909) 866-2165

Yucca Valley: 58967 Business Center Drive, Suites C and D, Yucca Valley, CA 92284 | (760) 369-3130

This year's theme "Where to Start: Mental Health in a Changing World" takes on profound significance, reflecting the evolving landscape of mental health amid shifting societal, economic, and environmental dynamics. In a world marked by rapid change and uncertainty, addressing mental health needs has become more crucial than ever before. The chosen theme encapsulates the complexity of navigating mental health in a world that is constantly in flux. From technological advancements and globalization to environmental challenges and socio-political upheavals, individuals are grappling with unprecedented stressors and pressures that impact their mental well-being.

One of the key aspects of this theme is acknowledging the importance of taking that initial step towards prioritizing mental health. For many, the idea of addressing mental health concerns can feel daunting or overwhelming, especially in the face of myriad challenges. However, the theme emphasizes that every journey towards mental wellness begins with a single step – a decision to seek support, resources, or guidance. In a changing world, knowing "where to start" can be the most significant hurdle. This theme encourages individuals to explore various avenues for mental health support, whether it be reaching out to trusted friends or family members, seeking therapy or counseling, engaging in self-care practices, or accessing community resources and support groups.

Moreover, "Where to Start" underscores the importance of adapting to change and building resilience in the face of adversity. The ability to navigate life's transitions and challenges plays a crucial role in maintaining mental well-being. By cultivating resilience, individuals can better cope with stressors and setbacks, ultimately leading to improved mental health outcomes. The theme also highlights the need for broader systemic changes to support mental health in a changing world. This includes advocating for policies that prioritize mental health services, reducing stigma and discrimination surrounding mental illness, and promoting access to affordable and culturally competent care.

In addition, "Where to Start" recognizes the interconnectedness of mental health with other areas of well-being, such as physical health, social support, and environmental factors. Addressing mental health needs requires a holistic approach that considers the multifaceted influences on individuals' lives. As Mental Health Awareness Month unfolds, communities, organizations, and individuals are encouraged to reflect on how they can contribute to promoting mental health in a changing world. Whether through awareness campaigns, educational initiatives, or advocacy efforts, everyone has a role to play in fostering a supportive and inclusive environment where mental health is prioritized and valued.



Desert Mountain Children's Center

Apple Valley: 17800 Highway 18 Apple Valley, CA 92307 | (760) 955-3601

Big Bear: 42007 Fox Farm Road, Suite 2A, Big Bear Lake, CA 92315 | (909) 866-2165

Yucca Valley: 58967 Business Center Drive, Suites C and D, Yucca Valley, CA 92284 | (760) 369-3130

"Where to Start: Mental Health in a Changing World" serves as a call to action to recognize the importance of mental health amid ongoing global transformations. By taking that crucial first step towards prioritizing mental well-being and embracing change with resilience and adaptability, we can embark on a journey towards improved mental health and overall well-being. We can also play a vital role in promoting acceptance, understanding, and support for those living with mental health conditions. By raising awareness and fostering open dialogue, we can reduce stigma, increase access to care, and ultimately improving the lives of those affected by mental illness around us.



Desert Mountain Children's Center

Apple Valley: 17800 Highway 18 Apple Valley, CA 92307 | (760) 955-3601

Big Bear: 42007 Fox Farm Road, Suite 2A, Big Bear Lake, CA 92315 | (909) 866-2165

Yucca Valley: 58967 Business Center Drive, Suites C and D, Yucca Valley, CA 92284 | (760) 369-3130

References:

1. <https://www.mhanational.org/mental-health-month>

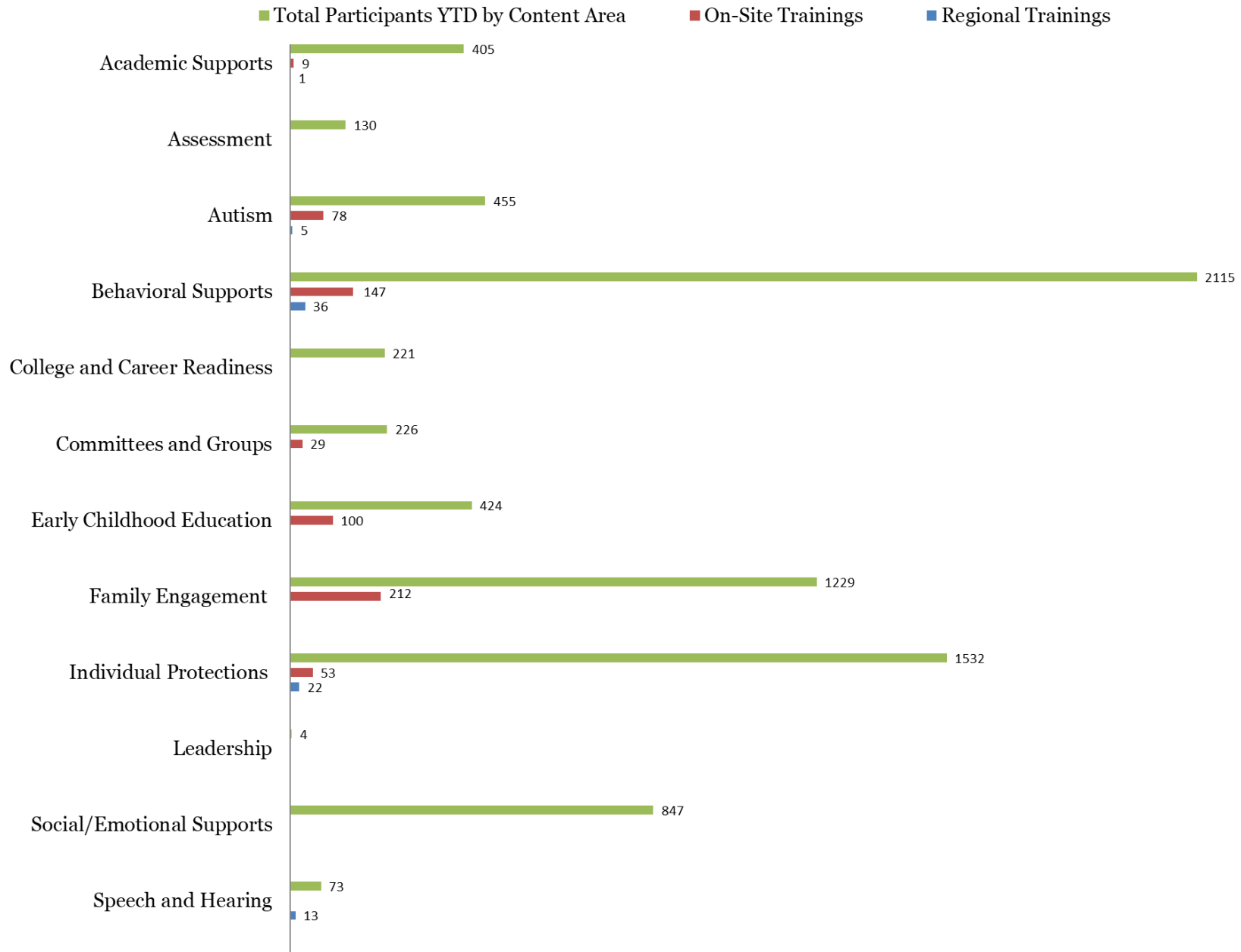
Resources:

- <https://mhanational.org/>
- <https://www.nami.org/Home>
- <https://www.thenationalcouncil.org/>
- <https://www.mentalhealthfirstaid.org/>
- <https://www.nimh.nih.gov/>
- <https://www.samhsa.gov/>
- <https://www.chhs.ca.gov/youthresources/>
- <https://www.mentalhealthca.org/>
- <https://www.calhope.org/>
- <https://wp.sbcounty.gov/dbh/>
- <https://988lifeline.org/>

DMSELPA PROFESSIONAL LEARNING PARTICIPATION SUMMARY

MARCH 2024 PARTICIPANTS - 705

7,661 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

**SAVE
THE
DATE**

**February
27
2025**

**2025 IMTSS
Symposium!**

Coming back to the
High Desert!

Phone: (760) 955-3552

Email: Letitia.Macaraeg@cahelp.org

Address: 17800 Highway 18, Apple Valley, CA 92307



Celebrating Families!™

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

Who Can Attend:

Parents, caregivers, guardians, and children ages 4 through 18.

Presented By:

CAHELP Team

Date:

Tuesdays: August 13, 2024 - December 3, 2024.
(No CF! on November 26th)

Time:

4:30 - 7:00 p.m.

Location:

17800 US Highway 18, Apple Valley, CA 92307

Registration:

Please [register online](https://sbcss.k12oms.org/52-247562) at <https://sbcss.k12oms.org/52-247562>

Special Accommodations:

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

Program Benefits:

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

Email : Letitia.Macaraeg@cahelp.org
Phone : (760) 955-3552 **Website :** www.cahelp.org

SAVE THE DATE

School Psychologists' Committee Meetings

- **September 18, 2024**
- **January 23, 2025**
- **March 19, 2025**

Desert Mountain SELPA
Due Process Summary
July 1, 2023 - March 31, 2024

DISTRICT								CASE ACTIVITY FOR CURRENT YEAR								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	Hearing Active	Hearing Decision		
Adelanto SD	3.5	3	3.5	4	6	3.5	23.5	0	0	2.5	0	1	0	0	0	
Apple Valley USD	3.5	10	5	5	6	2	31.5	0	0	2	0	0	0	0	0	
Baker USD	0	0	0	0	0	1	1	0	0	0	0	1	0	0	0	
Barstow USD	2	0	1	1	1	2	7	0	1	0	0	1	0	0	0	
Bear Valley USD	0	0	1	1	1	2	5	1	0	1	0	0	0	0	0	
Helendale SD	0	0	0	0	0	1	1	0	0	0	0	1	0	0	0	
Hesperia USD	7	17.5	7	12	3	3.5	50	1	0	2.5	0	0	0	0	0	
Lucerne Valley USD	1.5	0	0	0	0	0	1.5	0	0	0	0	0	0	0	0	
Needles USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Oro Grande SD	0	2	0	1	2	2.5	7.5	0	0.5	1	0	1	0	0	0	
Silver Valley USD	0	0	0	0	1	1	2	0	0	1	0	0	0	0	0	
Snowline USD	8.5	7	2	3	1	6	27.5	0	0	2	0	1	1	1	1	
Trona USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Victor Elementary SD	0	7	1	6	10	11.5	35.5	1	2	3.5	0	4	1	1	3	
Victor Valley Union High SD	8.5	6.5	10	6	2	4	37	0	0	3	0	1	0	0	0	
Desert/Mountain OPS	3	2	1	0	0	0	6	0	0	0	0	0	0	0	0	
Excelsior Education Center	0.5	2	1	1	1	1	6.5	0	1	0	0	0	0	0	0	
Health Sciences HS & MS	0	1	1	0	0	0	2	0	0	0	0	0	0	0	0	
Lewis Center - AAE	1	1	1	0	1	0	4	0	0	0	0	0	0	0	0	
Lewis Center - Norton	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
SELPA-WIDE TOTALS	39	59	34.5	40	35	41	248.50	3	4.5	18.5	0	11	2	2	4	

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 - March 31, 2024

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. 9/26/23 - Settlement Post Resolution CLOSED - Resolution	SPL (\$3,000)	Tutoring 135 hrs. OT 10 hrs. SPL 15 hrs. Counseling 10 hrs.
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	9/5/23 - Parents seeking push-in at AVHS. 9/12/23 - District will assess for FBA and ERMHS. Placement at AVHS. CLOSED - Resolution	Psycho Ed	SAI 40 hrs. SPL 10 hrs. ERMHS 10 hrs.
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. 9/29/23 - District will conduct Psycho Ed, ERMHS, TP, SPL, OT and academic assessments. CLOSED - Resolution		Reading SAI 80 hrs. Transition 38 hrs.

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2023 - March 31, 2024

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
4. SJUSD Case no. 2023080600	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	8/31/2023 9/7/2023	10/17/2023	10/10-12/2023	9/7/23 - Parent demand of 1:1 aide despite TISA results. Unreasonably high comp ed demand. 10/23/23 - Amend the IEP and provide parent assessment plan; include ERHMS and FBA. 10/25/23 - Parent to consent to assessments for FBA, ERMHS, Feifer Reading Assessment to consider Autism/SLD. IEP to follow completion of assessments. IEP Amended: SAI, counseling, parent consult, 1:1 CLOSED - Mediation		Academic tutoring \$9,000
5. VVUHSD Case no. 2023080895	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	10/13/2023	10/10-12/2023 11/28-30/2023	9/6/23 - Agree to ERMHS assessment and Foster Youth Grad credits. Disagree with comp ed demand. 10/16/23 - Credit recovery plan; multiple district assessments CLOSED - Mediation		Comped 80 hrs. Counseling 20 hrs. SPL 20 hrs. Transition supports 30 hrs.

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2023 - March 31, 2024

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
6. Bear Valley Case no. 2023081001	Denial of FAPE 1. Academics 2. SPL 3. Soc. Emotional 4. Behavior Failure to assess 1. OT 2. SPL 3. FBA Impeded parent participation 4. Lack of full team	8/30/2023	9/13/2023	11/8/2023	10/10-12/2023 12/5-7/2023	9/13/23 - Parent attorney delaying settlement until recent IEP copy received. 10/3/23 - Partial settlement demand received. Waiting for the IEP and new FAPE offer. 11/6/23 - Withdrawn by parent attorney CLOSED - Withdrawn		
7. VESD Case no. 202309041	VESD filed on the parent. 1. Does the IEP constitute FAPE? 2. May district implement IEP of 3/9/2023	9/5/2023	N/A	N/A	9/26-28/2023 10/10-12/2023	9/18/23 - Request for continuance by parent granted. Despite our disagreement OAH honored request. 9/29/23 - OAH rescheduled for VE fall break. VE withdrew case with intent to refile. CLOSED - Withdrawn		
8. AESD Case no. 2023090114	1. Violation of Child Find since 9/22/22. 2. Denial of services 3. Denial of FAPE 21-22, 22-23, 23-24.	9/5/2023	10/3/2023	12/11/2023	10/24-26/2023 1/17-18/2024	10/3/23 - Parent seeking unreasonable services including equine therapy. Seeking NPS for Autism. 10/23/23 - Attorney correspondence over unrealistic asks when placement is of most concern. 11/2/23 - Seeking to resolve placement so students gets to school. 12/11/23 - IEP Amendment: Placement change and increased SPL New assessments: SCIA, OT. CLOSED - Mediation		Tutoring 40 hrs. SPL 15 hrs.

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2023 - March 31, 2024

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
9. HUSD Case no. 2023090600	Denial of FAPE 1. Failure to find child eligible under SLD or OHI	9/22/2023	10/5/2023		11/7-9/2023	10/5/23 - Student no longer enrolled in HUSD. 10/5/23 - Parent no-show to resolution. 10/9/23 - Case withdrawn CLOSED - Withdrawn		
10. VESD Case no. 2023100085	Did the IEP of 3/9/23 constitute FAPE and LRE? District filed to implement.	10/2/2023	N/A		10/24-26/2023	10/24-26/23 - Hearing held. Awaiting judges decision 12/8/23 - Judges decision - LEA prevailed on placement. CLOSED - Hearing		
11. Helendale SD Case no. 2023100129	Denial of FAPE 1. Appropriate placement 2. Increase OT 3. Appropriate goals 4. Appropriate aides and supports 5. Provide ESY 6. Collaborate with in home ABA 7. OT sensory integration	10/3/2023	10/18/2023	11/16/2023	11/21-22/2023 1/7-18/2024	10/18/23 - Attorney and advocates were present. Attorney deferring to advocates. Could not define "appropriate" or articulate what they are wanting. Suggested mediation - opposition pushed against it. 11/3/23 - Continuance granted. 11/16/23 - Mediation - agreed to parent drafted goals; to hold an IEP 12/9; continue gen ed placement; awaiting IEEs. 12/20/23 - IEP Amendment: new goals of parent discretion. Placement remains through completion and review of IEEs. CLOSED - Mediation		

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2023 - March 31, 2024

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
12. VVUHSD Case no. 2023100	Denial of FAPE 1. Failure to complete comprehensive psycho-ed assessment 5/8/23 2. Failure to conduct triennial ERMHS, FBA, SPL 3. Inadequate placement	10/10/2023	10/19/2023 11/6/2023	12/19/23 (canceled)	11/28-30/2023	11/6/23 - Parent is seeking placement at a new NPS. Concerns related to BFA. LEA needs more information from BFA 12/19/23 - Doing well at BFA, returning student to LEA. CLOSED - Resolution		SAI 50 hrs. Counseling 30 hrs.
13. AESD Case no. 2023100596	Denial of Fape 1. Failure to appropriately assess 2. Failing to design IEPs, implement IEPs and provide proper placement 3. Denied parent meaningful participation by failing to have full staff team, failed to provide PWN, failure to provide complete records.	10/18/2023	11/1/2023 11/8/2023		12/5-7/2023	11/8/2023 - Advocate attended resolution. Concluded with verbal agreement. 11/10/23 - Overturned by parent attorney. 11/23/23 - To the IEP: increase in SAI, SPL. District to assess in behavior, 1:1, AT, and OT. IEE: Psycho ed CLOSED - Resolution		SAI, SPL 110 hrs.
14. VESD Case no. 2023	Denial of FAPE 1. Failure to provide appropriate program a. ERMHS b. Social skills c. SAI 2. Child Find 3. Unlawful disciplinary action	10/27/2023	11/7/2023		12/19-21/2023	11/14/23 - Limited student attendance; countered with reduced hours; student no longer in the LEA. 11/9/23 - Agreed to IEE's in OT, SPL CLOSED - Resolution		Tutoring 60 hrs. SPL 15 hrs. <hr/> Counseling 20 hrs.

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2023 - March 31, 2024

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
15. HUSD Case no. 2023110042	Denial of FAPE 1. Failure to provide appropriate program a. Academics b. SPL c. OT d. PT	11/1/2023	11/13/2023 11/14/2023			11/14/23 - CCS referral. Divided time HUSD, SJUSD. Additional assessment needed. 11/27/23 - IEP amendment: Eligibility changed to OI, 1:1 aide all day, increase SPL, OT, PT, Health Plan. CLOSED - Resolution		
16. Oro Grande SD Case no. 2023110283	Denial of FAPE 1. IEP failure to provide wrap services 2. IEP failure to provide ABA services 3. Failure to provide 1:1 aide	11/8/2023	11/17/2023	1/22/2024	12/27-28/2023 2/8/2024	11/7/23 - Seeking wrap services, hold IEP to reconsider eligibility of ABA services. 1/11/24 - Expulsion retracted 1/22/24 - Agreement to May IEP to review behavior needs; releases of information. Full waiver of claims. CLOSED - Mediation	ERMHS	Behavior Support 40 hrs.
17. SJUSD Case no. 2023110381	Denial of FAPE 1. Failure to assess a. Visual Processing b. VMI c. Auditory Processing d. Memory e. Executive functioning f. FBA g. Psycho Ed 2. Inappropriate placement in I.S. 3. Failure to offer credit recovery	11/13/2023	11/20/2023 12/7/2023		1/3-4/2024	12/7/23 - Placement issues due to probation requirements and restraining order. 12/19/23 - Placement at CHS in on-line learning for English; if court order changes, student may resume Eng. Class; transition goals developed at IEP. CLOSED - Resolution		DOR 100 hrs.

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2023 - March 31, 2024

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
18. SJUSD Case no. 2023110431	Denial of FAPE 1. Failure to offer BI services : FBA 2. Failure to address regression 3. Failure to provide ESY 4. Failure to offer home ABA 5. Failure to offer parent training in behavior and SPL 6. Failure to offer placement with neurotypical peers 7. Predetermined IEP 8. Ignoring parent concerns: BUS, CPI holds	11/14/2023	11/28/23 12/7/2023		1/3-4/2024 1/23-25/2024	11/28/23 - No show to Resolution; rescheduled. 12/7/23 - Student residing in foster care, yet adopted mom filed and lacks information, no trust with LEA. 12/20/23 - Opposing attorney unresponsive. 1/24 - Preparing for hearing 1/23/24 - 10 day OAH hearing. Awaiting judges decision 2/27/24 - Closing brief filed		
19. VESD Case no. 2023110554	Denial of FAPE 1. Failure to assess in all areas 2. Failure to calculate IEP to meet her needs a. placement b. progress c. supports d. soc. Emotional e. 1:1 aide f. ESY 3. Predetermination	11/16/2023	11/28/2023		1/3-4/2024	11/28/23 - Placement concerns, cannot verify ed rights holder, moved to an Ed m/m - triggered by others behavior 12/11/23 - Placement to remain. IEP amended: increase in individual counseling, add group counseling; district to assess: FBA, SPL, OT CLOSED - Resolution		Academic 50 hrs. Counseling 25 hrs.

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2023 - March 31, 2024

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
20. VESD (.5) HUSD (.5) Case no. 2023110843	Denial of FAPE 1. Failure to assess in all areas 2. Failure to provide records 3. Denied parent participation 4. Failure to provide PWN 5. Not a full IEP team 6. Failure to offer LRE 7. Failure to provide services 8. Failure to provide appropriate goals	11/27/2023	12/12/2023		1/17-18/2024	12/12/23 - Filed on HUSD and VESD jointly. Behavior concerns. Residency established. Student refusing Hesperia attendance. Mom has no car - wants transportation. 12/18/23 - 10 Day Statutory offer; done separately for HUSD and VESD. 1/4/24 - Both stat. offers declined by opposition. 1/11/24 - Settlement agreement; amended IEP to include increased SAI, add social skills, clarify ERMHS. CLOSED - Resolution		Academic SPL OT or reading 50 hrs.
20. VESD (.5) HUSD (.5) Case no. 2023110843	See above					See above		
21. HUSD Case no. 2023110783	Denial of FAPE 1. Failure to designate as SPED prior to 10/28/2022 2. Failure to make progress 3. Failure to provide B/A 1:1 4. Failure to assess for OT 5. Failure to provide toileting goals	11/28/2023	12/12/2023		1/17-18/2024	12/12/23 - Prospective services cannot be reached - student residency not HUSD. Student enrolled in correct district by 1/8/24 12/14/23 - IEP Amendment - Autism eligibility, 1:1 aide, 1 hr. consultation with district of residence over FBA findings. CLOSED - Resolution		

Desert Mountain SELPA
Due Process Activity Summary
July 1, 2023 - March 31, 2024

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
22. Baker USD Case no. 2023120155	Denial of FAPE 1. Inadequate support in LRE 2. Failure to complete appropriate psycho ed 3. Failure to conduct ERMHS assessment. 4. Failure to provide appropriate supports and services 5. Failure to convene an MD 6. Unilaterally changing placement due to suspension	12/1/2023	12/8/2023	12/14/2023		12/8/23 - Student needs more restrictive placement. Parent refuses RTC. 12/11/23 - Parent to visit county class in Barstow. 12/14/23 - Placement in Barstow, Expulsion removed, ERMHS CLOSED - Mediation		Tutoring 20hrs
23. VESD Case no. 2023120162	Denial of FAPE 1. Failure to provide appropriate program a. Academics b. Fine Motor c. Behavior	12/5/2023	12/18/2023			12/18/23 - Dispute about who should provide ESY - VVUHSD dismissed. 12/20/23 - Reading comp ed agreed to CLOSED - Resolution		Reading 120 hrs.
24. VESD Case no. 2023120425	Denial of FAPE 1. Failure to properly assess 2. Failure to design appropriate IEP 3. Failure to provide SAI and ERMHS	12/12/2023	12/18/2023	1/19/2024	2/13-15/2024	12/1/23 - Agreed to waive resolution 1/19/24 - Modified IEP to include ABA aide. OT provision clarified. CLOSED - Mediation	OT Visual Processing SPL ERMHS	Reading 120 hrs.
25. AVUSD Case no. 2023120499	Denial of FAPE 1. Failure to provide appropriate placement and services a. Academic b. Communication c. Transition d. Behavior 2. Stu failed to make progress 3. IEEs approved but did not occur	12/14/2023	12/20/2023 1/8/2024	2/20/2024	1/30-2/1/2024 3/5-7/2024	1/8/24 - Parent to visit adult transition at AVHS; conservatorship in process 1/16/24 - Dismissed opportunity to file on parent, thus comped high demand 2/19/24 - Adult transition IEP; placement; comped; provide Tpad with "touch chat" CLOSED - Resolution		Academic 200 hrs. Vocational 150 hrs. SPL 100 hrs.

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2023 - March 31, 2024

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
26. VVUHSD Case no. 2023120579	Denial of FAPE 1. Failure to comply with IEP 2. No provision of services for HH 3. Failure to facilitate meaningful parent participation.	12/15/2023	1/12/2024	2/16/2024	2/8/2024	1/12/24 - H/H teacher quit, unclear basis for H/H; awaiting ROI, refusal of virtual platform; unreasonable demands for in home 1:1 instruction. 2/15/24 - Agreed to 10 hrs. SAI for H/H per week by an NPA operative through 5/24/24 and the IEP of 10/31/2022 becomes operative. Truancy to be pursued if student does not participate 5 hrs. per week. District to assess fully before 5/24/24. CLOSED - Resolution		SAI 75 hrs.
27. VESD Case no. 2023120738	Denial of FAPE 1. Failure to consider all info in MD prior to expulsion 2. Child-Find 3. Failure to assess in all areas 4. Failure to address all areas of need.	12/20/2023	1/3/2024	1/17/2024 Expedited 3/1/2024 Regular	1/30/2024 1/22/2024 Expedited 4/16/2024 Regular	1/3/24 - Agreed to expunge MD; remaining issue is placement location. Need fact finding. Behaviors at home increasing. 1/17/24 - Agreed to ROI for ERMHS. Parent concerns about appropriate ERMHS services. Concern - returning from Charter to Home School. 1/19/24 - Parent agreed to I.S. with increased SAI. 1/30/24 - School counseling services 60 min per week through 23-24, DMCC ERMHS assessment CLOSED - Mediation		Tutoring 100 hrs.

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2023 - March 31, 2024

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
28. VESD Case no. 2023120915	Denial of FAPE 1. Substantive errors in eligibility determination 2. Failed to properly develop a. Placement b. Behavior supports c. Social-emotional supports d. Academic supports and services 3. Failed to ensure progress 4. Failure to implement IEP 2/10/23 - 8/7/23	12/27/2023	1/10/2024 Expedited	1/17/2024 Expedited		1/10/24 - Placement concern; exploring NPS. 1/17/24 - Placement agreement, add counseling, increase BCBA. 1/22/24 - IEP Amendment of placement, ERMHS, BCBA, District assessments to include Autism and SLD, OT, ERMHS, FBA, all with new assessors. CLOSED - Mediation		SAI 75 hrs. ERMHS 12 hrs.
29. SJUSD - filing against student Case no. 2024010262	Filing to change placement. Consolidated with parent case.	1/10/2024	Not Required		1/23-25/2024 1/30-2/1/2024	See case #2023110431 SJUSD prevailed to implement IEP. Opposing counsel and parent did not prevail on any counts.		
30. AESD Case no. 2024010547	Denial of FAPE 1. Child find 2. Failure to timely assess 3. Failed to train teachers 4. Lack of progress 5. Lack of behavioral supports Denying parent meaningful participation.	1/16/2024	1/25/2024 2/5/2024		2/27-29/2024	2/5/24 - SCIA underway; staff to meet student at drop off. 2/23/24 - IEP add support during drop off. CLOSED - Resolution		

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2023 - March 31, 2024

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
31. SJUSD Case no. 2024010453	Denial of FAPE 1. Child find prior to 12/23 2. Failure to assess in all areas a. FBA b. ERMHS 3. Failure to provide 1:1 4. Inappropriate change of placement with stipulated expulsion	1/16/2024	1/26/2024 2/6/2024		3/5-7/2024	2/6/24 - Considered school placement and behavior aide. 2/16/24 - Resume attendance at Pinon Mesa Middle School for remainder 23-24 school year. CLOSED - Resolution	FBA (\$3,000)	Academic tutoring 40 hrs. (\$4,000) Counseling 20 hrs. (\$2400)
32. Excelsior Case no. 2024010453	Denial of FAPE 1. Failure to consider IEEs 2. Failure to provide vision therapy. 3. Failure to provide parent participation in the IEP 4. Predetermination	1/16/2024	1/26/2024 1/31/2024	4/16/2024	4/16-18/2024	4/2/24- Opposing counsel and parent want functional goals. Student is performing at or above grade level. Offering a statutory offer and considering hearing.		
33. VESD Case no. 2024010638	Denial of Fape 1. Inappropriate placement in LRE 2. Lack of intensive reading, writing and math 3. Failure to assess 4. Failure to provide behavior interventions 5. Lack of meaningful goals 6. Inappropriate frequency and duration of DIS Service	1/17/2024	1/25/2024 2/2/2024	3/12/2024	3/5-7/2024 4/23-24/2024	2/2/24 - Very little progress in reaching settlement 3/12/24 - parental consent to IEP and add monthly BCBA consult. CLOSED - Mediation	Vision processing w/ Ketchum Health	Reading services by DES 120 hrs. Related services comp ed 80 hrs. (\$10,000)

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2023 - March 31, 2024

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
34. Oro Grande (.5) AESD (.5) Case no. 2024020471	Denial of FAPE: Lack of appropriate placement a) Academics b) ERMHS c) Behavior	2/1/2024	2/14/2024	4/12/2024	5/21-23/2024	2/14/24 - Main concern is behavior; added bus aide to demand. 2/27/24 - District investigated bus needs. 3/21/24 - Settlement Agreement Provide 1:1 aide for full day until IEP meeting to review results of FBA Adult support for transportation Assessments by District- psychoed, speech, OT, FBA		
34. Oro Grande (.5) AESD (.5) Case no. 2024020471	See above					Cont: Speech - increase 2x 30 min weekly CLOSED- Resolution	ERMHS by Neuro Clinic	
35. Bear Valley Case no. 2024020378	Denial of FAPE Failure to address student needs 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 IEP team	2/9/2024	2/21/2024		3/26-28/2024	2/21/24 - IEE and LEA assessments match; parent not agreeing demanding 1:1, not wanting to wait for TISA. 3/8/24 - 1:1 aide until IEP (not stay put) develop fade out plan OT - direct 2x monthly 30 min CLOSED - Resolution (3/8/24)	Psycho ed (Jerry Turner) Speech	Academic 75 hrs. (\$7500) OT 10 hrs. (\$1250) Speech 20 hrs. (\$2500)

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2023 - March 31, 2024

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
36. VESD - filing against student Case no. 2024020500	Does the IEP of 9/21/24 constitute FAPE?	2/13/2024	Not Required		3/5-7/2024 4/9-11/2024	2/22/24 - Parent attorney refused to bring case to hearing. 2/26/24 - Continuance granted Parent no show to Prehearing Conf. Hearing scheduled for April 9-11		
37. VESD Case no. 2024020651	Denial of FAPE Failure to provide appropriate program 1. Academics 2. Fine motor 3. Mental health 4. Behavior management	2/20/2024	3/1/2024	5/13/2024	5/29-30/2024	4/1/24- Still very far apart with regard to comp ed. Considering a statutory offer.		
38. Oro Grande Case no. 2024020800	Denial of FAPE 1. Denied support of an OLF 2. Inadequate amplification device 3. Abusive AVT provider 4. Lack of ERMHS 5. Abuse and discrimination	2/23/2024	3/12/2024		4/9-11/2024	3/26/24 - Draft settlement agreement as of 4/2/24 - no response from parent/opposing counsel		

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2023 - March 31, 2024

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
39. SJUSD Case no. 2024030630	Denial FAPE: 1. No FBA 2. No trained 1:1 3. Failure to offer sufficient SLP, OT, PT, appropriate goals, home ABA, 4. Didn't offer parent training in AAC, sensory training, Speech, and behavior 5. Not all required members at IEP	3/15/2024	3/26/2024		4/30-5/1/2024	No attorneys present at resolution. Didn't make progress or movement.		
40. BUSD Case no. 2024030464	Denial of FAPE: 1. Did not receive Speech services 2. No progress on goals 3. Wrongfully mainstreamed 4. No permanent Sped teacher	3/14/2024		3/27/2024		Formal mediation with OAH judge. Assessment Plan – TISA 60 min Speech comp Mr. Hoffman participates in IEP in May CLOSED - Mediation		1 hour
41. BUSD Case no.	Denial of FAPE: 1. Did not receive Speech services 2. No progress on goals 3. Wrongfully mainstreamed 4. No permanent Sped teacher	3/27/2024		4/5/2024	5/14-16/2024	Request for assessment and comp ed.		

Desert Mountain SELPA
Legal Expense Summary
As reported at steering March 22, 2024

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	\$487,376.99

**Desert Mountain SELPA & Charter SELPA
California Department of Education (CDE) Compliance
April 2024**

LEA ANNUAL DETERMINATION MONITORING DATA

Significant Disproportionality – 1
Disproportionality – 9
Intensive Level One – 0
Intensive Level Two – 2
Intensive Level Three – 6
Targeted Level One – 0
Targeted Level Two – 8
Targeted Level Three – 4

**Compliance and Improvement Monitoring Process (CIM)
STEP FOUR: Implementation and Monitoring
Targeted 1,2, 3 – Progress Reports**

Progress Report 1: **July 10, 2024** (for the reporting period December 1, 2023–June 30, 2024)

**Compliance and Improvement Monitoring Process (CIM)
STEP FOUR: Implementation and Monitoring
Intensive 1,2,3 – Progress Reports**

Progress Report 1: **April 10, 2024** (for any CIM Activities through March 2024)

CDE CYCLICAL MONITORING

CYCLE B:2024 and CYCLE C:2026 LEAs (100 or fewer SWD) identified.

IEP IMPLEMENTATION

On **May 1, 2024**, the CDE will provide LEAs with a list of randomly selected students whose records must be reviewed to determine the IEP Implementation rate for each student for a two-month measurement period—**March 1, 2024, to April 29, 2024**. The LEA will summarize and report the number of students who had more or less than 90 percent of their services implemented during the review period. The data will be due to the CDE no later than **June 28, 2024**.

7.8 Career Technical Education Update

No materials, verbal report only

7.9 Career Technical Education Update




No materials, verbal report only

7.10 Prevention and Intervention Update

No materials, verbal report only



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: April 19, 2024
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

California Association of Health and Education Linked Professions JPA
Desert Mountain SELPA - Desert Mountain Charter SELPA -
Desert Mountain Children's Center
2024-25 Proposed Budget with Prior Year Comparison

Primary Funding Sources

Contract/Grant Funding

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

State Revenue

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

Fee-for-Service/Other

- ◆ X-Pot Contributions
- ◆ DM SELPA Related Services FFS
- ◆ DMCC Mental Health FFS
- ◆ DMCC Intensive Therapeutic Services FFS
- ◆ Federal and State Mental Health Funding from Member LEAs

San Bernardino County Superintendent of Schools
2024-25 Budget Assumptions

- ◆ 2.5% COLA on salary
- ◆ Fully funded step and column
- ◆ 7.75% increase on medical
- ◆ 2% increase on dental, vision, and life
- ◆ Assume medical opt-out
- ◆ Employer paid statutory rates
- ◆ Medicare 0.0145
- ◆ SUI 0.0005
- ◆ WC 0.0251
- ◆ STRS 0.191
- ◆ PERS 0.278
- ◆ Information Technology user fee \$2,976 per FTE / email only \$135 per FTE
- ◆ Indirect Cost Rate 7.56%

CAHELP JPA - DM SELPA - DM Charter SELPA - DMCC

2023-24 Estimated Actuals					
Program	Revenues	Expenditures	Revenue Less Expenditures	Beginning Balance	Projected Ending Balance June 30
CAHELP JPA	\$ 3,303,093	\$ 3,303,093	\$ -	\$ -	\$ -
DM SELPA	\$ 60,622,438	\$ 59,399,030	\$ 1,223,408	\$ 20,136,521	\$ 21,359,930
DM Charter SELPA	\$ 1,394,905	\$ 1,338,189	\$ 56,716	\$ 2,445,129	\$ 2,501,845
DM Children's Center	\$ 36,436,103	\$ 36,311,370	\$ 124,733	\$ 18,797,136	\$ 18,921,869
Total	\$ 101,756,539	\$ 100,351,682	\$ 1,404,857	\$ 41,378,786	\$ 42,783,644

2024-25 Proposed Budget					
Program	Revenues	Expenditures	Revenue Less Expenditures	Beginning Balance	Projected Ending Balance June 30
CAHELP JPA	\$ 3,745,075	\$ 3,745,075	\$ -	\$ -	\$ -
DM SELPA	\$ 62,697,835	\$ 62,813,454	\$ (115,619)	\$ 21,359,930	\$ 21,244,309
DM Charter SELPA	\$ 1,336,937	\$ 1,277,141	\$ 59,796	\$ 2,501,845	\$ 2,561,641
DM Children's Center	\$ 36,924,537	\$ 39,229,784	\$ (2,305,247)	\$ 18,921,869	\$ 16,616,622
Total	\$ 104,704,384	\$ 107,065,454	\$ (2,361,070)	\$ 42,783,644	\$ 40,422,572

FTE *

	<u>CERTIFICATED</u>	<u>CLASSIFIED</u>	<u>TOTAL</u>
CAHELP JPA	1.00	14.95	15.95
DM SELPA	15.28	139.67	154.95
DM Charter SELPA	2.37	3.55	5.92
DM Children's Center	1.00	221.68	222.68
	<u>19.65</u>	<u>379.85</u>	<u>399.50</u>

* FTE includes the establishment of two program specialist positions and one program manager position

CAHELP - SPIRIT RIVER COMPLEX - DESERT MOUNTAIN SELPA
2024-25 PROPOSED BUDGET WITH PRIOR YEAR COMPARISONS

	RESOURCE	MGMT CODE	BEGINNING BALANCE	2022-23 ACTUALS			2023-24 ESTIMATED ACTUALS			2024-25 PROPOSED BUDGET		
				REVENUES	EXPENDITURES	ENDING BALANCE	REVENUES	EXPENDITURES	ENDING BALANCE	REVENUES	EXPENDITURES	ENDING BALANCE
CAHELP ADMINISTRATIVE	9295	DMJ1	-	2,855,501	2,855,501	(0)	3,303,093	3,303,093	(0)	3,745,075	3,745,075	0
SPIRIT RIVER COMPLEX	9299	029S	-	431,844	431,844	-	496,362	496,362	0	498,496	498,496	0
X-POT	9292	0292	2,138,073	3,214,761	2,674,305	2,678,529	3,288,038	3,203,054	2,763,513	3,258,956	3,361,482	2,660,987
PS/RS	6500/9294	0293	1,918,120	3,099,870	2,184,674	2,833,316	3,152,278	2,799,201	3,186,393	3,243,857	3,242,370	3,187,879
LOW INCIDENCE FUND	6500	0296	981,432	2,414,063	2,102,970	1,292,525	2,402,820	2,177,068	1,518,277	2,500,224	2,500,189	1,518,312
RELATED SERVICES	6500/9293	0297	2,899,525	8,983,908	8,421,618	3,461,816	10,231,789	11,138,905	2,554,699	12,521,805	12,742,260	2,334,245
TRANSITION PARTNERSHIP PROG	3410	0455	-	1,059,706	1,059,706	(0)	1,294,700	1,294,700	0	1,328,019	1,328,019	(0)
REGION 10	9494	0484	240,900	(238,550)	2,350	-	54,100	54,100	-	17,050	17,050	-
ALTERNATE DISPUTE RESOLUTION	3395	0490	-	19,685	19,685	-	14,807	14,807	0	14,807	14,807	0
PRESCHOOL REGIONALIZED SVCS	3315	0494	-	19,865	19,865	-	21,559	21,559	0	19,913	19,913	(0)
WORKABILITY GRANT	6520	0496	-	102,105	102,105	0	102,105	102,105	0	102,105	102,105	0
PRESCHOOL STAFF DEVELOPMENT	3345	0497	-	3,583	3,583	-	3,583	3,583	0	3,583	3,583	0
NON-PUBLIC SCHOOLS/AGENCIES	9292	029B	-	19,457,001	19,457,001	-	23,975,572	23,975,572	0	23,975,572	23,975,572	0
CHARTER SCHOOL PASS-THROUGH	6500	029C	-	204,923	204,923	-	220,250	220,250	-	220,250	220,250	-
OUT-OF-HOME/OUTREACH/P & I	6500/9298	298B	3,602,446	7,810,761	1,794,748	9,618,459	4,607,450	3,239,034	10,986,874	4,073,739	3,867,322	11,193,291
TPP WORK EXPERIENCE	3410	455A	-	448,549	448,549	-	343,108	343,108	0	339,293	339,293	(0)
CAPROMISE ENROLLMENT FUNDS	9455	455B	14,263	-	10,082	4,181	-	2,337	1,844	-	1,076	768
EMPLOYMENT NETWORK	9296	455D	11,947	-	(535)	12,482	-	2,500	9,982	-	2,000	7,982
PAID INTERNSHIP PROGRAM (IRC)	9293	455F	-	-	-	-	500	500	(0)	-	-	(0)
WIOA GENERATION GO	5610	455G	-	696,131	696,131	(0)	1,086,558	1,086,558	0	1,086,558	1,086,558	(0)

CAHELP - SPIRIT RIVER COMPLEX - DESERT MOUNTAIN SELPA
 2024-25 PROPOSED BUDGET WITH PRIOR YEAR COMPARISONS

	RESOURCE	MGMT CODE	BEGINNING BALANCE	2022-23 ACTUALS			2023-24 ESTIMATED ACTUALS			2024-25 PROPOSED BUDGET		
				REVENUES	EXPENDITURES	ENDING BALANCE	REVENUES	EXPENDITURES	ENDING BALANCE	REVENUES	EXPENDITURES	ENDING BALANCE
CSEP	5610	455I	-	168,198	168,198	(0)	294,500	294,500	(0)	504,211	504,211	0
CYEP	5610	455J	-	-	-	-	229,321	229,321	(0)	229,321	229,321	(0)
MENTAL HEALTH ADA	3327	DSMH	-	1,306,538	1,306,538	-	1,170,843	1,170,843	(0)	1,209,030	1,209,030	(0)
SPED MENTAL HEALTH	6546	DSMH	-	7,224,587	7,224,587	-	7,471,015	7,471,015	-	7,456,046	7,456,046	(0)
LEA MEDI-CAL BILLING	9164	325H	142,497	92,717	-	235,214	161,180	58,048	338,347	95,000	92,502	340,845
TOTAL			11,949,204	56,520,244	48,332,926	20,136,521	60,622,438	59,399,030	21,359,930	62,697,835	62,813,454	21,244,309

CAHELP JPA

2024-25 PROPOSED BUDGET WITH PRIOR YEAR COMPARISONS

<u>RANGE</u>	<u>DESCRIPTION</u>	<u>2022-23</u> <u>ACTUALS</u>	<u>2023-24</u> <u>ESTIMATED</u> <u>ACTUALS</u>	<u>2024-25</u> <u>PROPOSED</u> <u>BUDGET</u>	<u>RATIO</u> <u>PROPOSED</u>
8100-8299	FEDERAL REVENUE	-	-	-	0.00%
8300-8599	OTHER STATE REVENUE	-	-	-	0.00%
8600-8799	OTHER LOCAL REVENUE	500	-	-	0.00%
8980-8999	REVENUE CONTRIBUTIONS	2,855,001	3,303,093	3,745,075	100.00%
		<u>2,855,501</u>	<u>3,303,093</u>	<u>3,745,075</u>	100.00%
1000-1999	CERTIFICATED SALARY	253,138	246,881	252,004	6.73%
2000-2999	CLASSIFIED SALARY	1,391,252	1,645,059	1,911,541	51.04%
3000-3999	EMPLOYEE BENEFIT	672,273	809,987	961,252	25.67%
4000-4999	BOOKS AND SUPPLIES	38,087	34,100	34,600	0.92%
5000-5999	SERVICES AND OPERATING	268,672	308,298	322,450	8.61%
6000-6999	CAPITAL OUTLAY	-	-	-	0.00%
7211	DISTRICTS	-	-	-	0.00%
7221	TRANSFERS OF APPORTIONMENTS	-	-	-	0.00%
7312	INDIRECT COSTS	232,079	258,768	263,228	7.03%
	TOTAL	<u>2,855,501</u>	<u>3,303,093</u>	<u>3,745,075</u>	100.00%
	REVENUE	2,855,501	3,303,093	3,745,075	
	EXPENSE	2,855,501	3,303,093	3,745,075	
	REVENUE LESS EXPENSE	-	-	-	
	BEGINNING BALANCE	-	-	-	
	ENDING BALANCE	-	-	-	

DESERT MOUNTAIN SELPA/SPIRIT RIVER COMPLEX
 2024-25 PROPOSED BUDGET WITH PRIOR YEAR COMPARISONS

<u>RANGE</u>	<u>DESCRIPTION</u>	<u>2022-23</u> <u>ACTUALS</u>	<u>2023-24</u> <u>ESTIMATED</u> <u>ACTUALS</u>	<u>2024-25</u> <u>PROPOSED</u> <u>BUDGET</u>	<u>RATIO</u> <u>PROPOSED</u>
8100-8299	FEDERAL REVENUE	3,722,289	3,288,136	3,525,705	5.62%
8300-8599	OTHER STATE REVENUE	30,384,743	21,831,876	24,009,265	38.29%
8600-8799	OTHER LOCAL REVENUE	23,499,539	36,876,491	36,762,829	58.63%
8980-8999	REVENUE CONTRIBUTIONS	(1,086,328)	(1,374,065)	(1,599,964)	-2.55%
		<u>56,520,244</u>	<u>60,622,438</u>	<u>62,697,835</u>	100.00%
1000-1999	CERTIFICATED SALARY	1,946,798	1,983,610	2,501,465	3.98%
2000-2999	CLASSIFIED SALARY	7,353,830	10,070,563	12,595,772	20.05%
3000-3999	EMPLOYEE BENEFIT	3,818,465	5,059,626	6,537,571	10.41%
4000-4999	BOOKS AND SUPPLIES	379,696	712,674	603,917	0.96%
5000-5999	SERVICES AND OPERATING	31,826,517	38,235,484	36,786,812	58.57%
6000-6999	CAPITAL OUTLAY	107,759	68,000	44,000	0.07%
7211	DISTRICTS	-	-	-	0.00%
7221	TRANSFERS OF APPORTIONMENTS	1,683,911	-	1,975,844	3.15%
7312	INDIRECT COSTS	1,215,949	3,269,074	1,768,073	2.81%
	TOTAL	<u>48,332,926</u>	<u>59,399,030</u>	<u>62,813,454</u>	100.00%
	REVENUE	56,520,244	60,622,438	62,697,835	
	EXPENSE	48,332,926	59,399,030	62,813,454	
	REVENUE LESS EXPENSE	8,187,318	1,223,408	(115,619)	
	BEGINNING BALANCE	11,949,203	20,136,521	21,359,930	
	ENDING BALANCE	20,136,521	21,359,930	21,244,309	

**DESERT MOUNTAIN CHARTER SELPA
2024-25 PROPOSED BUDGET WITH PRIOR YEAR COMPARISONS**

			2022-23 ACTUALS			2023-24 ESTIMATED ACTUALS			2024-25 PROPOSED BUDGET		
PROGRAM DESCRIPTION	MGMT CODE	BEGINNING BALANCE	REVENUES	EXPENDITURES	ENDING BALANCE	REVENUES	EXPENDITURES	ENDING BALANCE	REVENUES	EXPENDITURES	ENDING BALANCE
PS/RS	DCPS	444,125	745,414	605,313	584,226	760,014	712,363	631,877	725,672	875,064	482,485
RISK POOL	DCRP	417,608	362,189	217,920	561,877	363,354	337,540	587,691	346,554	334,153	600,092
SET-ASIDE POOL	DCSA	814,692	-	-	814,692	26,978	26,978	814,692	-	-	814,692
LOW INCIDENCE FUND	DCLI	118,794	81,798	9,510	191,081	81,780	98,528	174,333	81,780	53,118	202,995
OUT-OF-HOME CARE	DCOH	-	293,253	-	293,253	147,973	147,973	293,253	168,124	-	461,377
ALTERNATE DISPUTE RESOLUTION	DCAD	-	22,688	22,688	-	14,807	14,807	0	14,807	14,807	0
TOTAL		1,795,218	1,505,343	855,432	2,445,129	1,394,905	1,338,189	2,501,845	1,336,937	1,277,141	2,561,641

DESERT MOUNTAIN CHARTER SELPA

2024-25 PROPOSED BUDGET WITH PRIOR YEAR COMPARISONS

<u>RANGE</u>	<u>DESCRIPTION</u>	<u>2022-23</u> <u>ACTUALS</u>	<u>2023-24</u> <u>ESTIMATED</u> <u>ACTUALS</u>	<u>2024-25</u> <u>PROPOSED</u> <u>BUDGET</u>	<u>RATIO</u> <u>PROPOSED</u>
8100-8299	FEDERAL REVENUE	22,687	14,807	14,807	1.11%
8300-8599	OTHER STATE REVENUE	1,556,439	1,445,699	1,409,060	105.39%
8600-8799	OTHER LOCAL REVENUE	-	26,978	-	0.00%
8980-8999	REVENUE CONTRIBUTIONS	(73,783)	(92,579)	(86,929)	-6.50%
		<u>1,505,343</u>	<u>1,394,905</u>	<u>1,336,937</u>	<u>100.00%</u>
1000-1999	CERTIFICATED SALARY	327,324	299,103	383,382	30.02%
2000-2999	CLASSIFIED SALARY	149,865	258,216	293,072	22.95%
3000-3999	EMPLOYEE BENEFIT	185,876	232,084	280,808	21.99%
4000-4999	BOOKS AND SUPPLIES	15,067	34,693	29,435	2.30%
5000-5999	SERVICES AND OPERATING	124,929	427,293	225,570	17.66%
6000-6999	CAPITAL OUTLAY	-	-	-	0.00%
7211	DISTRICTS	-	-	-	0.00%
7221	TRANSFERS OF APPORTIONMENTS	-	-	-	0.00%
7312	INDIRECT COSTS	52,370	86,800	64,874	5.08%
	TOTAL	<u>855,432</u>	<u>1,338,189</u>	<u>1,277,141</u>	<u>100.00%</u>
	REVENUE	1,505,343	1,394,905	1,336,937	
	EXPENSE	855,432	1,338,189	1,277,141	
	REVENUE LESS EXPENSE	649,911	56,716	59,796	
	BEGINNING BALANCE	1,795,218	2,445,129	2,501,845	
	ENDING BALANCE	2,445,129	2,501,845	2,561,641	

**DESERT MOUNTAIN CHILDREN'S CENTER
2024-25 PROPOSED BUDGET WITH PRIOR YEAR COMPARISONS**

PROGRAM DESCRIPTION	MGMT CODE	BEGINNING BALANCE	2022-23 ACTUALS			2023-24 ESTIMATED ACTUALS			2024-25 PROPOSED BUDGET		
			REVENUES	EXPENDITURES	ENDING BALANCE	REVENUES	EXPENDITURES	ENDING BALANCE	REVENUES	EXPENDITURES	ENDING BALANCE
MAA - MEDI-CAL ADMINISTRATIVE ACTIVITIES	029M	323,771	387,835	154,199	557,407	268,744	221,557	604,594	(230,000)	243,841	130,753
INTENSIVE THERAPEUTIC SERVICES	029P	123,449	1,277,167	1,209,871	190,745	1,328,254	1,328,809	190,190	1,328,254	1,390,950	127,494
TRAINING INSTITUTE	029T	68,271	152,050	34,585	185,736	40,205	11,176	214,765	41,005	10,756	245,014
LEA MEDI-CAL BILLING	325K	73,463	-	7,088	66,375	20,000	33,483	52,892	35,000	36,138	51,754
RES. 3327 SPED MENTAL HEALTH	DCMH	-	78,953	78,953	-	36,788	36,788	-	53,383	53,383	-
RES. 6546 SPED MENTAL HEALTH	DCMH	155,476	483,256	385,709	253,023	307,784	308,517	252,290	333,313	396,811	188,792
SATS - SCHOOL-AGED TREATMENT SERVICES	0483	-	14,690,025	14,690,025	-	16,924,458	16,924,458	-	18,364,632	18,364,632	-
SART-15 - SCREENING ASSESSMENT REFERRAL TREATMENT	483A	-	8,609,552	8,609,552	-	10,329,556	10,329,556	-	10,958,050	10,958,050	-
SART-45 - SCREENING ASSESSMENT REFERRAL TREATMENT	483I	-	382,581	382,581	-	683,161	683,161	-	833,066	833,066	-
SART-60 - SCREENING ASSESSMENT REFERRAL TREATMENT	483J	-	700,699	700,699	-	1,344,804	1,344,804	-	1,634,512	1,634,512	-
SAP-15 - STUDENT ASSISTANCE PROGRAM	483B	-	887,956	887,956	-	1,110,862	1,110,862	-	1,120,946	1,120,946	-
SAP-45 - STUDENT ASSISTANCE PROGRAM	483M	-	333,352	333,352	-	377,219	377,219	-	398,165	398,165	-
SAP-MHSSA - STUDENT ASSISTANCE PROGRAM	483O	-	378,291	378,291	-	453,470	453,470	-	476,371	476,371	-
DMCC/SELPA/DM DISTRICTS MOU FOR MHS	483F	10,184,599	7,359,251	-	17,543,850	228,488	165,200	17,607,138	(1,682,323)	52,000	15,872,815
EIIS-15 - EARLY IDENTIFICATION INTERVENTION SERVICES	483G	-	1,781,293	1,781,293	-	2,573,377	2,573,377	-	3,045,614	3,045,614	-
EIIS-60 - EARLY IDENTIFICATION INTERVENTION SERVICES	483H	-	101,947	101,947	-	108,933	108,933	-	114,549	114,549	-
PARENT-CHILD INTERACTIVE THERAPY	483P	-	-	-	-	300,000	300,000	-	100,000	100,000	-
TOTAL		10,929,029	37,604,208	29,736,101	18,797,136	36,436,103	36,311,370	18,921,869	36,924,537	39,229,784	16,616,622

DESERT MOUNTAIN CHILDREN'S CENTER
2024-25 PROPOSED BUDGET WITH PRIOR YEAR COMPARISONS

<u>RANGE</u>	<u>DESCRIPTION</u>	<u>2022-23</u> <u>ACTUALS</u>	<u>2023-24</u> <u>ESTIMATED</u> <u>ACTUALS</u>	<u>2024-25</u> <u>PROPOSED</u> <u>BUDGET</u>	<u>RATIO</u> <u>PROPOSED</u>
8100-8299	OTHER FEDERAL REVENUES	78,953	-	-	0.00%
8300-8599	OTHER STATE REVENUE	9,101,093	8,809,313	8,345,019	22.60%
8600-8799	OTHER LOCAL REVENUE	29,987,639	29,463,239	30,637,700	82.97%
8980-8999	REVENUE CONTRIBUTIONS	(1,563,477)	(1,836,449)	(2,058,182)	-5.57%
	TOTAL	37,604,208	36,436,103	36,924,537	100.00%
1000-1999	CERTIFICATED SALARY	448,956	531,783	574,197	1.46%
2000-2999	CLASSIFIED SALARY	15,935,976	19,389,605	20,896,516	53.27%
3000-3999	EMPLOYEE BENEFIT	7,562,909	9,286,833	10,396,565	26.50%
4000-4999	BOOKS AND SUPPLIES	283,020	409,772	346,371	0.88%
5000-5999	SERVICES AND OPERATING	1,409,631	2,195,391	2,693,667	6.87%
6000-6999	CAPITAL OUTLAY	-	165,200	50,000	0.13%
7211	PASS THRU GRANT TO DISTRICT	157,400	-	-	0.00%
7299	ALL OTHER TRANSFERS OUT	1,671,764	1,671,764	1,671,764	4.26%
7312	INDIRECT COSTS	2,266,445	2,661,022	2,600,704	6.63%
	TOTAL	29,736,101	36,311,370	39,229,784	100.00%
	REVENUE	37,604,208	36,436,103	36,924,537	
	EXPENSE	29,736,101	36,311,370	39,229,784	
	REVENUE LESS EXPENSE	7,868,107	124,733	(2,305,247)	
	BEGINNING BALANCE	10,929,029	18,797,136	18,921,869	
	ENDING BALANCE	18,797,136	18,921,869	16,616,622	

Desert Mountain SELPA
 Desert Mountain Charter SELPA
 Desert Mountain Children's Center
 2024-25 Proposed Fee-for-Service and X-Pot Contribution Rates

Rates					
FY	SELPA-Related Services	* SELPA Education Support	Intensive Therapeutic Services AVCEC/Ingles	DMCC Mental Health Services	** RSP (+ 2%)
2024-25	\$ 7,811	\$ 3,906	\$ 12,091	\$ 6,904	\$ 3,176
2023-24	\$ 7,811	\$ 3,906	\$ 12,091	\$ 6,904	\$ 3,114

* Education support for services greater than 120 minutes annually as indicated on Transition Pages 1 and 2 in SEIS

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

Projected Service Counts				
FY	SELPA Related Services	* SELPA Education Support	Intensive Therapeutic Services AVCEC/Ingles	DMCC Mental Health Services
2024-25	1638	135	94	860

FY	X-Pot Contribution
2024-25	266
2023-24	266

Responsibilities of Partners


Special Education Director

- Monitoring high-cost placements and services
- Tracking student numbers and needs
- Monitoring instructional assistants
- Monitoring consultant services
- Monitoring departed and departing staff
- Monitoring shifts in encumbrance
- Monitoring needs and program shifts in present and coming years

Fiscal Staff

- Monitoring budget, expenditures, and encumbrances
- Monitoring position control
- Monitoring allocation of expenditures
- Monitoring impact of local revenues and philosophy
- Monitoring communication with board and superintendent
- Ensuring alignment of expenditures across the system, including the LCAP and other plans

MEMORANDUM

Date: April 8, 2024
To: Directors of Special Education
From: Richard Frederick, Area Director 

Subject: Audiological Service Reports

Attached are the Audiological Service Reports for the month of March 2024 by district.

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

Desert Mountain SELPA
2023-2024 Non-Public School Placement Report

	January				February				March				April				May				June			
	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL
Adelanto	11	1		12	11	1		12	10	1		11	11	1		12								
Apple Valley	11	1	13	25	12	1	13	26	13	1	16	30	12	1	15	28								
Baker																								
Barstow	7	1		8	7	1		8	8	1		9	9	1		10								
Bear Valley									1			1	1			1								
Helendale																								
Hesperia	15	1	3	19	14	1	4	19	16	1	4	21	18	1	3	22								
High Tech High																								
Lucerne Valley	1	1		2	2	1		3	2	1		3	2	1		3								
Needles																								
Oro Grande																								
Silver Valley		1		1		1		1		1		1		1		1								
Snowline	11		2	13	12		2	14	13		2	15	12		2	14								
Trona																								
Victor Elem	6	2	1	9	7	1	1	9	8	1	1	10	8	1	1	10								
VVUHSD	19	3	3	25	18	3	3	24	19	3	3	25	20	3	3	26								
TOTALS	81	11	22	114	83	10	23	116	90	10	26	126	93	10	24	127								
2022-23 Totals	76	5	8	89	80	5	10	95	79	5	13	97	79	4	14	97	83	7	18	108	81	8	17	106
2021-22 Totals	77	4	11	92	77	4	11	82	75	4	9	88	77	5	7	89	80	5	6	91	77	5	5	87
2020-21 Totals	82	7	16	104	83	3	18	104	82	3	18	103	83	5	17	105	82	5	13	101	82	5	13	101
2019-20 Totals	76	7	18	101	76	8	15	99	78	7	16	101	78	7	15	100	77	7	16	100	75	6	16	97
2018-19 Totals	56	18	10	84	63	15	10	88	66	15	13	94	76	13	15	103	81	12	17	110	82	12	17	111
2017-18 Totals	32	17	5	54	30	16	5	51	33	16	6	55	30	17	5	51	21	17	6	44	23	17	5	45

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	6	1	1	8	6	1	1	8	8	1		9
Apple Valley	15		11	26	15		11	26	15		12	27	11		15	26	9	1	11	21	11	1	11	23
Baker																								
Barstow	6	1		7	6	1		7	6	1		7	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	15	1	3	19	16	1	3	20	16	1	3	20
Lucerne Valley	1	1		2	1	1		2	1	1		2	1	1		2	1	1		2	1	1		2
Needles																								
Oro Grande																								
Silver Valley		1		1		1		1		1		1		1		1		1		1		1		1
Snowline	8			8	8			8	9			9	7	2		9	8	2		10	11	2		13
Trona																								
Victor Elem	7	1		8	7	1		8	7	1		8	4	1	1	6	5	1	1	7	5	1	1	7
VVUHSD	18	2	2	22	18	2	2	22	17	2	1	20	16	2	3	21	17	2	3	22	18	3	3	24
TOTALS	78	8	16	102	78	8	16	102	78	8	14	100	66	8	25	99	68	9	21	98	76	10	20	106
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

Upcoming Trainings

Date/Time	Event	Location
4/19/2024 12:00 PM - 2:00 PM	DIRECTORS TRAINING	DMESC
4/24/2024 9:00 AM - 12:00 PM	SEIS TRAINING (Event ID# 245935)	VIRTUAL
4/25/2024 3:30 PM - 4:30 PM	REAL TALK AUTISM EDITION: RESOURCES AND SUPPORT FOR EDUCATORS AND SERVICE PROVIDERS	VIRTUAL
4/25/2024 2:00 PM - 3:00 PM	REAL TALK AUTISM EDITION: RESOURCES AND SUPPORTS FOR CLINICIANS	VIRTUAL
5/1/2024 8:30 PM - 3:30 PM	USING PATTERNS OF STRENGTHS AND WEAKNESS TO IDENTIFY SPECIFIC LEARNING DISABILITIES	DMESC
5/9/2024 3:30 PM - 4:30 PM	REAL TALK AUTISM EDITION: RESOURCES AND SUPPORT FOR EDUCATORS AND SERVICE PROVIDERS	VIRTUAL
5/9/2024 2:00 PM - 3:00 PM	REAL TALK AUTISM EDITION: RESOURCES AND SUPPORTS FOR CLINICIANS	VIRTUAL
5/14/2024 2:00 PM - 4:00 PM	OCCUPATIONAL THERAPY PROFESSIONAL LEARNING COLLABORATIVE	DMESC
5/14/2024 9:00 AM - 12:00 PM	SEIS Training (Event ID# 245936)	VIRTUAL

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