

Steering Committee Meeting

Desert Mountain Educational Service Center
Friday, October 23, 2015



**Jenae Holtz, CEO
Chair**
Desert/Mountain SELPA
17800 Highway 18
Apple Valley, CA 92307
Phone: (760) 552-7700
Fax: (760) 242-5363
<http://dmselpa.org>

**CALIFORNIA ASSOCIATION OF HEALTH AND EDUCATION LINKED
PROFESSIONS JOINT POWERS AUTHORITY
(CAHELP JPA)
STEERING COMMITTEE MEETING
AGENDA
October 23, 2015
Desert/Mountain Educational Service Center
17800 Highway 18 •Apple Valley, CA 92307**

1.0 CALL TO ORDER

- 1.1 Adoption of Agenda – October 23, 2015
- 1.2 Adoption of Minutes – September 18, 2015

2.0 COMMITTEE MEMBERS' COMMENTS/REPORTS

This is the time during the meeting when the California Association of Health and Education Linked Professions Joint Powers Authority (CAHELP JPA), Desert/Mountain Special Education Local Plan Area (SELPA), Desert/Mountain Charter Special Education Local Plan Area (Charter SELPA), and Desert/Mountain Children’s Center (DMCC) staff is prepared to receive concerns/requests regarding items on this agenda or any school-related special education issues. Discussion will include special education policies and procedures as they relate to district coordination and implementation of the SELPA and Charter SELPA Local Plan.

3.0 DESERT/MOUNTAIN OPERATIONS AREA DIRECTOR’S REPORTS

- 3.1 Investigation Guidelines
- 3.2 SCIA Guidelines
- 3.3 2014-15 County Program Year End Actuals & FFS Return

4.0 CHIEF EXECUTIVE OFFICER’S REPORTS

- 4.1 NPS – Mountain View / Altus Academy
- 4.2 Data Identified Noncompliance (DINCs)
- 4.3 Audiological Services
- 4.4 Dyslexia Bill
- 4.5 Proposed Teaching Permit for Statutory Leave

5.0 DIRECTOR’S REPORTS

- 5.1 DMCC Client Services Reports

5.2 DMCC Policy & Procedures

6.0 PROGRAM MANAGERS' REPORTS

6.1 Professional Learning Summary

6.2 Professional Learning Updates

- DRDP 2015
- SLP Survey
- Region 10 Trainings
- IMTSS Symposium
- Hola! Language Service Training

6.3 Assessment Update

6.4 Due Process Activity Summary

6.5 ADR Framework – Region 10

6.6 CAC Revised Bylaws

6.7 SELPA Forms

6.8 Educator Effectiveness Funding

7.0 INFORMATION ITEMS

7.1 SELPA/County Regional Services Reports

7.2 Monthly Occupational and Physical Therapy Services Reports

7.3 Monthly Audiological Services Reports

7.4 Monthly Nonpublic School/Agency Expenditure Report

7.5 Monthly Nonpublic School/Agency Placement Report

7.6 Monthly Low Incidence Equipment Reimbursement Requests Report

7.7 Professional Learning Opportunities

8.0 OTHER

9.0 ADJOURNMENT

NEXT MEETING: Friday, November 13, 2015, in the Desert/Mountain Educational Service Center, Aster Room.

**CALIFORNIA ASSOCIATION OF HEALTH AND EDUCATION LINKED
PROFESSIONS JOINT POWERS AUTHORITY
(CAHELP JPA)
STEERING COMMITTEE MEETING
MINUTES
September 18, 2015
Desert/Mountain Educational Service Center
17800 Highway 18 •Apple Valley, CA 92307**

D/M SELPA Members Present:

Paul Rosell	Academy for Academic Excellence
Jennifer Johnson	Adelanto SD
Dale Folkens	Apple Valley USD
Joni James	Barstow USD
Dottie Jaeger	Bear Valley USD
Richard (Rich) Frederick	D/M Operations
Marie Silva	Excelsior Charter School
Julie Kroener	HSHMC
Matt Fedders	Hesperia USD
Katie Wright	High Tech High
Vici Miller	Lucerne Valley USD
Jamie Wiesner	Needles USD
Nelda Colvin	Oro Grande SD
Cameron Smart	Silver Valley USD
Diane Hannett	Snowline JUSD
Alan Tsubota	Trona JUSD
Margaret Akinnusi	VVUHSD

D/M Charter SELPA Members Present:

Suzie Murdock	AGLA & ASL
Phillip Wallace	Encore Jr. / Sr. High School
Sarah Okun	Odyssey Charter
Evelyn Clancy	Taylion High Desert Academy

Alternates & Others Present:

Amanda Gormley	Academy for Academic Excellence
Cathy Waufle	Bear Valley USD
Anne Rivera	DTPA & LEPA
Karen Elgan	Hesperia USD
DeShawna Chacon Hemstead	Oro Grande SD
Francesca Copeland	VVUHSD

Karina Quesada
Rebecca Metoyer

Victor Elementary SD
Sky Mountain Charter

Staff Present:

Matt Badawi	D/M SELPA
Danielle Cote	D/M SELPA
Janet Crabtree	D/M SELPA
Denise Edge	D/M SELPA

Rhonda Evans	D/M SELPA
Corinne Foley	D/M SELPA
Diane Garcia	D/M SELPA
Renee Garcia	DMCC
Colette Garland	D/M SELPA
Cheryl Goldberg-Diaz	DMCC
Stephanie Hedberg	D/M SELPA
Jenae Holtz	CAHELP
Kristee Laiva	D/M SELPA
Linda Llamas	DMCC
Glenn Low	D/M SELPA
Maurica Manibusan	D/M SELPA
Kami Murphy	D/M SELPA
Sheila Parisian	D/M SELPA
Daria Raines	D/M SELPA
Adrienne Shepherd	D/M SELPA
Jennifer Sutton	CAHELP

1.0 CALL TO ORDER

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

Jenae welcomed the following new Desert/Mountain Charter SELPA members:

- Suzie Murdock, Director of Special Education, Aveson Global Leadership Academy (AGLA) & Aveson School of Leaders (ASL) Charter Schools
- Sarah Okun, Director of Special Education, Odyssey Charter School

The meeting Minutes for August 28, 2015, and the meeting Agenda for September 18, 2015, were adopted as presented.

2.0 COMMITTEE MEMBERS' COMMENTS/REPORTS

HOLA Training

Suzie Murdock, AGLA & ASL Charters, inquired about the Hola! translator training.

Renee Garcia explained that in order to schedule a training Hola! requires a minimum of 20 participants.

Suzie asked if the training could be open to charter schools that are not members of the D/M SELPA.

Jenae stated the SELPA can arrange for others to participate in the training, and will bring more information back to the committee after contacting the HOLA! training coordinator.

PBIS for Preschool

Karen Elgan, Hesperia USD, thanked Corinne Foley for providing Co-Teaching training at multiple school sites in Hesperia.

3.0 DESERT/MOUNTAIN OPERATIONS AREA DIRECTOR'S REPORTS

3.1 Contracted and Private Duty Nurses in SBCSS Classrooms

Richard (Rich) Frederick, Desert/Mountain Operations (DMOPS), presented a draft of guidelines created for Nonpublic Agency (NPA) contracted nurses and Private Duty Nurses (PDN) assigned to students in San Bernardino County Superintendent of Schools (SBCSS/County Schools) classrooms in the Desert/Mountain Region. Rich stated that a few County Schools classrooms have several nurses in the classroom at the same time; some are NPA contracted nurses while others are PDNs. Rich then stated moving forward, a County Schools nurse will have a discussion with the NPA contracted nurses and PDNs to review ethics, professionalism, and the Health Insurance Portability and Accountability Act (HIPAA) laws. He noted it is important to maintain clear communication between the County Schools nurses and the NPA contracted nurses and/or PDNs. Rich then stated typically the cost for a private duty nurse is covered by the student's health care plan and comes with a health-care plan. However, County Schools will also create a health-care plan for the student. PDNs will be required to follow the SBCSS visitor/volunteer policies which give County Schools the right to deny access to a classroom if the visitor/volunteer's present interferes with the operations of the classroom. Rich concluded the teachers are overwhelmed at times when there are multiple nurses in a classroom.

Jennifer Johnson, Adelanto SD, expressed concern for the cost for fingerprints though SBCSS. She stated there is no charge for parents to be fingerprinted in Adelanto. Jennifer also inquired whether County Schools would consider sharing the expenses for nurses and reduce the number of adults in the classroom.

Dale Folkens, AVUSD, inquired about visitors in general that come on campuses without clearance from the district. Dale stated Apple Valley USD has a check-in system (with assigns badges) for individuals visiting district classrooms.

Rich stated he has some ideas on possible ways to share expenses. He also stated he was informed about the concern for visitors needing to check-in and intends to work on that system.

Matt Fedders, Hesperia USD, inquired about the difference between HIPAA and Family Educational Rights and Privacy Act (FERPA) and how both could apply to student information and medical records.

Jenae stated CAHELP will send the information on HIPAA and FERPA to directors.

3.2 SBCSS Paraeducators Providing Bus Aide Services

Rich Frederick reported that D/M OPS has several paraeducators who also work as bus aides. He stated although there is not a fee-for-service (FFS) for bus aides, the cost is incorporated into the FFS rates, and there are approximately 25 SBCSS paraeducators working an additional 2-3 hours per day as bus aides, Rich then stated approximately \$300,000 was spent on bus aides last year. Rich stated if an IEP team decision is being made to add a bus aide for a student a district representative must be present to approve the service. Once the service is documented on the IEP, a County nurse will provide training if the bus aide is needed for medically related services. Rich then stated County Schools will establish a method for documenting medical and/or behavioral concerns for students while being transported. He further stated County Schools Principals will periodically review bus aide services to determine if the need still exists.

Jennifer Johnson commented that in cases when a student is referred to a county program due to more severe behavioral needs the district expects to have an aide in place.

Rich concluded he will notify directors when the guidelines are finalized.

4.0 CHIEF EXECUTIVE OFFICER'S REPORTS

4.1 2015/16 Approved Fee-for-Service Rates

Janet Crabtree presented the 2015/16 SBCSS Fee-for-Service Rate Schedule. Janet stated these rates were approved by the CAHELP Governance Council in April, 2015. She also stated the service categories have not changed for several years, and the Success program rate has been the same as the Special Day Class (SDC) rate for the past five years. Janet concluded she will follow up with Rich Frederick.

4.2 Senate Bill (SB) 277 Update

Jenae Holtz presented a Schools Legal Service (SLS) Questions and Answers memorandum on Senate Bill (SB) 277. Jenae stated SB 277 takes effect on January 1, 2016, and medical reasons are the only exemption from the vaccinations. Jenae then stated SB 277 does not include an exemption based on religious beliefs; however if a personal beliefs exemption is on file prior to January 1, 2016, it will be honored until the next grade span. Jenae noted that SB277 allows the local health officer to exclude students from school if there is good cause to believe a child has been exposed to a disease listed in Health and Safety code section 120335(b)5. Jenae then stated the SLS's interpretation is somewhat unclear on whether or not students receiving special education and related services are required to be vaccinated, it is clear that students receiving special education and related services must be enrolled immediately and services provided. Foster youth and homeless children are not exempt from immunization requirements but must be enrolled immediately pursuant to federal and state law. Jenae concluded updates will be shared with the committee as they are available.

4.3 People-First Language Update

Jenae Holtz reported at the September 11th CAHELP Governance Council, the Council took action to adopt a resolution on People-First Language. Jenae stated the Governance Council intends to take a similar resolution to their local governing boards for adoption. Jenae then stated the Governance Council also expressed that they would like to have workshops on People-First Language for all of their district personnel. Jenae noted that the SELPAs will incorporate instruction on People-First Language into the existing disability awareness training. She concluded the CAHELP also designed a bookmark to promote this change of language and will share with districts to distribute.

5.0 DIRECTOR'S REPORTS

5.1 DMCC Client Services Reports

Linda Llamas presented the monthly Desert/Mountain Children's Center (DMCC) Client Services Reports for opened and closed cases. Linda stated directors may contact her should they have any questions or concerns regarding the reports; or if corrections are needed.

5.2 SATS & IEPs

Linda Llamas stated the DMCC continues to work in collaboration with the D/M SELPA to revise the DMCC Policies and Procedures for School-Aged Treatment Services (SATS) for Students (6 to 22 years old) with IEPs procedures. Linda highlighted the following sections:

Referral Procedures – DMCC Responsibility:

Step #5: The DMCC will notify the district regarding closure of referrals in one of the following three ways; 1) contacting district special education office, 2) e-mailing district director of special education, or 3) Steering Monthly District Reports. Typically an email is sent to the director of special education.

Step #9: Clinicians will determine, based on the assessment a 1) diagnosis, 2) the student's mental health needs, and 3) develop a Client Recovery Plan (CRP) that will assist in determining which Educationally Related Mental Health Service (ERMHS) goals should be included in the student's Individualized Education Program (IEP). Linda stated the CRP may not necessarily be included in the student's education records. The CRP allows clinicians to include goals for home related goals that are not necessarily related to school goals. The ERMHS is always a part of the student's IEP and includes the goals specifically related to time at school.

Step #10: Districts that have authorized the DMCC to add services on an IEP addendum on their behalf, the DMCC will have the parent consent to making the changes without an IEP team meeting.

Step #11: The DMCC staff will enter all of the information into Web IEP unless an open IEP document in the Web IEP prevents them from entering the information. In this case, DMCC will send the hard copies of the signed addendum and mental health goals to the District to enter the information into Web IEP. The DMCC will send a cover letter with the documents explaining why the information could not be entered.

Step #14: The DMCC staff will forward the documents to the district's designated staff (designated by the director of special education) to obtain signatures and to bridge the addendum and goals to the last annual in the Management Information System (MIS/ WebDA).

Jenae mentioned there was a statewide audit of mental health dollars. She stated the DMCC was not included in the audit however by having all of the information documented in the WebIEP, the DMCC would be found in good standing if audited.

Jennifer Johnson inquired whether the documents were being sent to the designated contact via hard copies or email. She stated with recent changes in her district, she wanted to be able to follow-up on this process.

Linda stated she was uncertain how the documents are being sent but will confirm and send a follow-up email to the directors.

Timeline: Linda then stated those charters that are not receiving DMCC services (Aveson & Odyssey) will be removed from the list of LEAs under the Timeline section of the policy.

Child Does Not Meet Educational Necessity: Linda stated on rare occasions a child may not meet educational necessity. When this occurs, the DMCC will notify the district by letter and/or email, and the DMCC will also email a request to the district to schedule an IEP to discuss the results of the assessment.

Discussion followed on how educational necessity is defined.

Linda stated for educational necessity the assessor looks for whether behaviors are impacting the academic functioning. Assessments include the collection of data from the child, parent, historical medical information, information from the school district staff or whoever submits the referral. DMCC conducts observations and the Child Adolescent Needs and Strengths (CANS) assessment for all clients every six months.

Katie Wright, High Tech High, asked if districts could receive a summary of the DMCC's assessments.

Linda explained the DMCC creates a treatment plan that can go in the educational records.

Jenae stated only if the parent signs a release can the CRP go in the educational record file. Jenae then stated the DMCC can look at designing a summary, or a way to transfer the information from the CRP to the IEP.

Denise referenced a recent high profile case. She stated it is extremely important to include as much information as possible when submitting a referral, and indicate what might be educationally related concerns.

Jennifer Johnson requested that the DMCC interview the school psychologist and/or other district staff as a part of the assessment process. Jennifer also requested the DMCC to have a representative present at the IEP meeting that can thoroughly explain why a student does not qualify.

Joni James, Barstow USD, commented the number of students transferring in with services already in place has increased. She requested to have the SATS IEP Transfers policy included with the (new) SATS IEP policy.

Linda concluded the SATS IEP Transfer policy will be added to next month's agenda for another review.

6.0 PROGRAM MANAGERS' REPORTS

6.1 Professional Learning Summary

Corinne Foley presented the Professional Learning Summary. She stated the reports are sorted by individual district with a summary by SELPA. Year-to-date 1002 individuals were trained. Roughly half of the trainings have been On-site trainings. Corinne reported that the SELPA has received positive responses to the New Special Education Teachers Summit (NSETS) series.

Denise Edge stated if reports come back that the information/instructions from a SELPA professional development training conflicts with what may be a district's practice, the directors can always contact the SELPA for clarification. Denise then shared a few examples that came up at the last NSETS. She stated the SELPA does discourage districts from listing the student and/or parent as the responsible personnel for a goal. Denise explained that in due process, a judge does not typically see the student and/or parent as the responsible personnel but holds the district as the responsible personnel. Denise also stated goals from the Goal Bank should not be used as a standard for every IEP. Denise also noted as of now benchmarks are not a legal requirement. Denise concluded the SELPA staff is available to discuss any questions or concerns that directors may have regarding information shared with participants at any professional development training.

6.2 Professional Learning Updates

Corinne Foley reported that registration is low for Steve Zuieback's *Leadership Practices for Challenging Times* 8-day training series. Corinne stated registration will remain open until October 8 and if at that time the numbers are still low, the training will be cancelled. She concluded in the future, the SELPA may offer Steve Zuieback's 2-day advanced instead of the 8-day series.

6.3 Assessment Updates

Corinne Foley reported the California Department of Education (CDE) in partnership with the Sacramento County Office of Education (SCOE) is offering California Assessment of Student Performance and Progress (CAASPP) Institutes for LEA teams during the 2015-16 school year. Corinne stated participants are required to commit to attending both sessions. The SELPA is sending a team and will also offer training for LEAs later in the year. Corinne then reviewed the California Alternate Assessment (CAA) Blueprints as presented by grade and subject.

6.4 Due Process Activity Summary

Denise Edge reported there were no new due process filings since the last Steering Committee Meeting. Denise summarized the open cases. She explained how the 2014/15 case #26 and the 2015/16 case #24 were consolidated and that Hearing is scheduled in October. Denise further reported that two cases carried over from last year and there are three new active cases year-to-date.

6.5 Legal Update

Denise Edge shared a Ninth Circuit Court of Appeals Case Summary decision for a student in Hawaii. Denise stated the case was based on the student not meeting eligibility criteria. The student initially receiving services under the specific learning disability (SLD) category then the district determined the child was no longer eligible during a triennial assessment. The Ninth Circuit Court upheld the

Administrative Officer's decision in favor of the district finding the child no longer met eligibility criteria.

Denise then provided an update on the CDE. She stated the CDE is currently reorganizing their special education division. Those districts that will be selected to participate in the Performance Indicator Review (PIR) will receive a letter addressed to the superintendent. Denise stated the PIR process should be similar to the process for being found significantly disproportionate. Presently no districts were selected for verification reviews.

Jenae shared an update on the Data Identified Noncompliance (DINCs). Jenae stated the CDE notified the State SELPA Administrators districts will receive a notification. Correction will be required within twenty-five days or the CDE will begin withholding funding to the district. The letter from the CDE will be addressed to the district superintendent. Jenae stated the corrected IEPs will need to be submitted to the SELPA and the SELPA will send them to the CDE. The CDE is looking for current annuals and triennials.

Denise reported Senate Bill (SB) 172, written to suspend the administration of the California High School Exit Examination (CAHSEE) passed the Senate and the Assembly and is now pending the Governor's signature. Denise stated effective through July 31, 2018, SB172 will require governing boards of an LEA to grant a diploma of graduation to any high school student who completed grade 12 in the 2003/04 school year (or subsequent year) and met all applicable graduation requirements.

Discussion followed on whether these changes with SB172 will affect data on graduation rates.

Jenae stated concerns for the effect on graduation rates was mentioned at the State SELPA Administrators meeting however there were no definitive answers. Jenae then stated diplomas are being given to students in some other counties. She concluded the directors will be informed as additional information is released on the CAHSEE.

6.6 SELPA Forms

Denise Edge presented D/M Forms 68: IEP Signature Page and 68M: Addendum /Revision to IEP. Denise stated these two pages were revised to add the title of the individual requesting to be excused from an IEP meeting. The forms were also revised to change *district* to LEA. Denise concluded hearing no objections to these changes, the SELPA will move forward with publishing the revised forms,

6.7 SELPA Brochures

Denise Edge presented the 2015/16 Community Advisory Committee (CAC) informational brochure. She highlighted the presenters for the 2015/16 CAC

meetings. Denise then presented the SELPA Questions & Answers (QnA) brochure. The QnA brochure was revised to incorporate language pertaining to both the D/M SELPA and D/M Charter SELPA. Denise concluded both brochures are available on the SELPA website in English and Spanish.

7.0 INFORMATION ITEMS

7.1 County Regional Services Reports

7.2 2014-15 Transition Partnership Program (TPP) Report

Adrienne Shepherd highlighted the 2014-15 Transition Partnership Program (TTP) Reports. She stated directors may contact her should they have any questions after reviewing the reports. Adrienne noted the TPP Department will hold the Beginning-of-the-Year Meeting on September 29th. She stated this annual meeting is mandatory for all TPP teachers.

7.3 2014-15 WorkAbility I Report

7.4 Monthly Occupational and Physical Therapy Services Reports

7.5 Monthly Audiological Services Reports

7.6 Monthly Nonpublic School/Agency Expenditure Report

7.7 Monthly Nonpublic School/Agency Placement Report

7.8 Monthly Low Incidence Equipment Reimbursement Requests Report

7.9 Professional Learning Opportunities

8.0 OTHER

Jenae stated today's PBIS Advisory Committee Leadership meeting will immediately follow the Steering Committee meeting.

Jenae thanked the directors for agreeing to try a few other room-set ups to determine which one is most suitable for these meetings.

9.0 ADJOURNMENT

Having no further business to discuss, the meeting was adjourned at 11:00 am.

NEXT MEETING: Friday, October 23, 2015, in the Desert/Mountain Educational Service Center, Aster Room.

SBCSS Desert/Mountain Operations

Responding to Allegations of Student Abuse

Student: _____

School Site: _____

1. Principal Notification <i>Date/Time/Method:</i> (Complete Steps 2. through 8. Immediately Upon Notification)
2. Ensure Immediate Safety of Student
3. File CPS Report <i>Date/Time/Contact:</i>
4. Notify Area Director <i>Date/Time/Method:</i>
5. Notify District Director of Allegations Involving Student <i>Date/Time/Method:</i>
6. Report to Local Law Enforcement <i>Date/Time/Method/Contact:</i>
7. Report Allegations to Parent/Guardian <i>Date/Time/Method/Contact:</i>
8. Notify SBCSS Human Resource Department Regarding Allegations Against Employees <i>Date/Time/Contact/Method:</i>
9. Complete Investigation/Interviews
10. Report Summary of Investigation to _____ HR Dept. _____ Area Director _____ District Director _____ Parent

SBCSS Desert/Mountain Operations

SCIA Guidelines

It is imperative we change teachers' and parents' perception of 1:1 service

It is highly restrictive and counterproductive to building independence

New SCIA/IIS

1. IEP Team Determines Need for SCIA Assessment
 - *District must approve moving forward with SCIA Assessment
 - * What has been done already FBA/BIP/Environmental Supports, etc.?
 - *Assessment Plan is prepared and signed
 - ***No** Temporary Para/1:1 will be assigned for assessment period
2. Classroom Teacher Coordinates Completion of SCIA Data Sheets
3. SCIA Observations completed by Principal, School Psychologist, District (3 Total)
4. Summary and Collation of SCIA Assessment Report prepared by School Psychologist
5. IEP Meeting held to review SCIA – District must be present
6. For approved 1:1;
 - Include IEP Goal for Behavior, Independence, etc.
 - Service placed on IEP Service Grid
 - IIS must match SAI time
 - Determine Duration of Service (3 months, 6 Months, 12 months, etc)

Existing 1:1 (IIS)

Full SCIA Assessment is completed for Triennial IEP review

One page Observation for Continued Need Review completed for Annual IEP review

- Full SCIA Assessment may be needed to discontinue service

San Bernardino County Superintendent of Schools

Desert Mountain County Operated Special Education Program
2014-15 FFS YEAR END ACTUALS

OCTOBER 2015

			SAI SERVICES > 50% SDC	CDS SPEC EDUCATION SERVICES RSP ONLY	RELATED SERVICES DIS	ITINERANT	1 TO 1 AIDE SERVICES	PRESCHOOL SDC	PRESCHOOL RELATED SERVICES DIS	EARLY START	TOTAL	
2014-15 RATE			\$ 20,245	\$ 8,592	\$ 3,813	\$ 4,392	\$ 48,344	\$ 15,045	\$ 1,560	N/A - State Funded		
1												
2	OBJECT	EXPENSE										
3	1000-1999	Certificated Salaries	5,545,522	46,646	1,629,893	470,955	-	1,170,990	442,686	414,355	9,721,048	
4	2000-2999	Classified Salaries	3,270,100	-	216,300	75,997	2,211,481	696,877	9,784	118,760	6,599,299	
5	3000-3999	Employee Benefits	3,930,660	14,787	604,444	227,437	1,333,240	827,039	129,419	230,033	7,297,059	
6	4000-4999	Books & Supplies	65,339	300	5,466	2,921	-	11,479	2,502	3,282	91,289	
7	5000-5999	Services & Other Operating Expenditures	46,082	148	388,492	21,128	308	615	6,119	31,182	494,074	
8	6000-6999	Capital Outlay	0	0	0	0	0	0	0	0	0	
9												
10		Sub total	12,857,704	61,881	2,844,594	798,438	3,545,029	2,707,000	590,511	797,613	24,202,770	
11		% of Total	0.64142	N/A	0.14190	0.03983	0.17685	0.82092	0.17908	N/A		
12												
13		Allocated Cost (GL 5001 & 5730; FN 2100, 2105, 2700, 8100)	1,756,502	0	388,603	109,075	484,290	140,333	30,612	45,495	2,954,910	
14		Sub total 1000-5000 costs	14,614,207	61,881	3,233,197	907,513	4,029,318	2,847,333	621,123	843,107	27,157,679	
15												
16	7300-7380	Indirect Cost @ 9.86%	1,440,961	0	318,793	89,481	397,291	280,747	61,243	83,130	2,671,646	
17												
18		TOTAL EXPENSE	16,055,167	61,881	3,551,990	996,994	4,426,609	3,128,080	682,366	926,238	29,829,325	
19												
20	RESOURCE	OBJECT	REVENUE									
21	6500	8097	Property Tax Revenue	1,744,500		385,947	108,330	480,980			2,719,758	
22	3310	8181	Federal Local Assistance	723,247		160,009	44,912	199,408			1,127,576	
23	6500	8311	AB602 FFS Revenue	11,793,485	122,441	2,402,562	733,974	3,521,487	3,249,688	593,481	22,417,118	
24	6500	8311	AB602 Base per ADA Revenue	71,338	42,765						114,103	
25	6500	8319	AB602 Prior Year	(19,399.99)		(4,291.99)	(1,204.70)	(5,348.82)			(30,245.50)	
26			Total FFS Revenue (Lines 20-24)	14,313,170	165,206	2,944,226	886,011	4,196,527	3,249,688	593,481	26,348,310	
27												
28			LCFF Distribution (based on % of total expense of applicable program)	0.64142		0.14190	0.03983	0.17685				
29	6500	8011	Local Control Funding Formula Revenue	3,118,805		689,994	193,672	859,893			4,862,364	
30	6500	8019	Prior Year Revenue Limit Fall Out	5,111		1,131	317	1,409			7,968	
31	3315	8182	Federal Preschool					102,898	22,446		125,344	
32	3320	8182	Preschool Local Entitlement					178,043	38,839		216,882	
33	3385	8182	Part C Early Intervention							37,210	37,210	
34	6510	8311	Infant I-50 Apportionment							786,434	786,434	
35	6513	8182	Federal Preschool - Backfill for RS 3315								0	
36	6515	8590	Infant Discretionary							24,609	24,609	
37	9285	8677	Infant RC Contract							3,603	3,603	
38	6512	8590	Mental Health								0	
39	6500	8699	All other local revenue	530							530	
40	6500	8677	Interagency Svcs Between LEA's	7,120							7,120	
41	6500	8311	Journal from Restricted (JCS Transfer)	(71,338)							(71,338)	
42	6500	8989	Contribution from Unrestricted	11,640	300						11,940	
43			14/15 Beginning Balance	11,936						97,815	109,751	
44			TOTAL REVENUE:	\$ 17,396,974	\$ 165,506	\$ 3,635,350	\$ 1,080,000	\$ 5,057,830	\$ 3,530,629	\$ 654,766	\$ 949,671	\$ 32,470,726
45												
46			2014-15 Ending Balance (Revenue - Expense)	1,341,806	103,625	83,361	83,007	631,221	402,549	(27,600)	23,433	2,641,401
47												
48			Number of Students Served	704	14	773	202	87	216	381		
49			2014-15 Approved Rates	\$ 20,245	\$ 8,592	\$ 3,813	\$ 4,392	\$ 48,344	\$ 15,045	\$ 1,560		
50			FFS generated using approved rates	\$ 14,261,232	\$ 122,441	\$ 2,948,518	\$ 887,216	\$ 4,201,876	\$ 3,249,688	\$ 593,481	\$ 26,264,452	

San Bernardino County Superintendent of Schools

Desert Mountain County Operated Special Education Program
2014-15 FFS YEAR END ACTUALS

OCTOBER 2015

51			
52			
53	2014-15 Ending Balance	\$	2,641,401.24
54	Less 3% of 15/16 Expenditures - RESERVE	\$	(992,781.00)
55	Less Early Start Ending Balance	\$	(23,433.00)
56	Balance to be returned	\$	1,625,187.24

FEE FOR SERVICE BUDGET to ACTUALS COMPARISON - 2014-15

SELPA	Desert Mountain				Budget	Actuals	+Increase/ -Decrease
A. REVENUES							
					October 2014	October 2015	
	RS	OB	GL	FC			
1. AB602 Special Ed Funding	6500	8311	5001	0000	\$ 25,047,079	\$ 26,378,556	\$ 1,331,477
2. Property Tax Transfer	6500	8097	5001	0000		\$ 3,039,575	\$ 3,039,575
3. Property Tax Transfer Adjustment between 2014-15 P-2 and Annual						\$ (319,817)	\$ (319,817)
4. Federal IDEA (Local Assistance Entitlement)	3310	8181	5001	0000		\$ 1,127,576	
5. Net State Aid (A1-A2+A3-A4)	6500	8311	5001	0000		\$ 22,531,221	\$ 22,531,221
6. LCFF ADA Revenue Transfer	6500	8710	5001	0000	\$ 4,769,562	\$ 4,862,364	\$ 92,802
7. Prior Year Revenue Limit Fall Out	6500	8019	5001	0000	\$ -	\$ 7,968	\$ 7,968
8. Federal Preschool	3315	8182	5730	0000	\$ 133,164	\$ 125,344	\$ (7,820)
9. Preschool Local Entitlement	3320	8182	5730	0000	\$ 206,861	\$ 216,882	\$ 10,021
10. Infant Part C	3385	8182	5710	0000	\$ 37,210	\$ 37,210	\$ -
11. Infant State Apportionment	6510	8311	5710	0000	\$ 794,081	\$ 786,434	\$ (7,647)
12. Federal Preschool - Backfill for RS 3315	6513	8182	5730	0000	\$ 13,869	\$ -	\$ (13,869)
13. Staff Development	6535	8590	5001	0000	\$ -	\$ -	\$ -
14. Other State	6500	8590	5001	0000	\$ -	\$ -	\$ -
15. Infant Discretionary	6515	8590	5710	0000	\$ 24,976	\$ 24,609	\$ (367)
16. Parent Infant Program (Local Contract)	9285	8677	5710	0000	\$ 9,409	\$ 3,603	\$ (5,806)
17. Local Revenue - Interagency Agreements	6500	8677	5001	0000		\$ 7,120	\$ 7,120
18. Other Local Revenue	6500	8699	5001	0000	\$ -	\$ 530	\$ 530
19. Contrib. frm Unrestricted - Tier III flex programs	6500	8981	5001	0000	\$ -	\$ 11,940	\$ 11,940
20. Contrib. to Juvenile Hall (ADA Transfer)	6500	8311	5770	0000	\$ -	\$ (71,338)	\$ (71,338)
TOTAL REVENUES (excludes A2, A3, A4, A5)					\$ 31,036,211	\$ 32,391,221	\$ 1,355,011
B. EXPENDITURES							
1. SAI Services - SDC					\$ 17,137,726	\$ 16,055,167	\$ (1,082,559)
2. CDS - RSP					\$ 68,739	\$ 61,881	\$ (6,858)
3. Related Services - DIS					\$ 3,522,493	\$ 3,551,990	\$ 29,497
4. Itinerant					\$ 968,845	\$ 996,994	\$ 28,149
5. 1:1 Aide Services					\$ 4,948,996	\$ 4,426,609	\$ (522,387)
6. Preschool SDC					\$ 2,962,927	\$ 3,128,080	\$ 165,153
7. Preschool Related Services - DIS					\$ 572,747	\$ 682,366	\$ 109,619
8. Early Start (NO FFS)					\$ 940,426	\$ 926,238	\$ (14,188)
TOTAL EXPENDITURES					\$ 31,122,899	\$ 29,829,325	\$ (1,293,574)
C. PRIOR YEAR ADJUSTMENTS							
a. Prior Year AB602 Revenue Funding Adjustment	6500	8319	5001	0000	\$ -	\$ (30,246)	\$ (30,246)
b. 2014-15 Beginning Balance					\$ 109,750	\$ 109,751	\$ 1
TOTAL PRIOR YEAR ADJUSTMENTS					\$ 109,750	\$ 79,506	\$ (30,245)
D. 2014-15 ENDING BALANCE							
1. Total Revenues (Section A)					\$ 31,036,211	\$ 32,391,221	\$ 1,355,010
2. Total Prior Year Revenue Adjustments (Section C)					\$ -	\$ 79,506	\$ 79,506
3. Total Expenditures (Section B)					\$ 31,122,899	\$ 29,829,325	\$ 1,293,574
4. 2014-15 Ending Balance (D1+D2-D3)					\$ (86,688)	\$ 2,641,402	\$ 2,728,090
Components of Ending Balance							
a. SAI Services - SDC					\$ -	\$ 1,341,806	\$ 1,341,806
b. RSP					\$ -	\$ 103,625	\$ 103,625
b. Related Services DIS					\$ -	\$ 83,361	\$ 83,361
c. Itinerant					\$ -	\$ 83,007	\$ 83,007
d. 1:1 Aide Services					\$ -	\$ 631,221	\$ 631,221
e. Preschool					\$ -	\$ 402,549	\$ 402,549
f. Preschool Related Services - DIS					\$ -	\$ (27,600)	\$ (27,600)
e. Early Start					\$ -	\$ 23,433	\$ 23,433
Net Fee For Service Ending Balance (Less Early Start)					\$ -	\$ 2,617,969	\$ 2,514,344

Service Counts	Budget	Actual	Diff	Rate	Revenue +/-
SAI Services - SDC	694	704	10	20,245	202,450
CDS - RSP	8	14	6	8,592	51,552
Related Services - DIS	758	773	15	3,813	57,195
Itinerant	181	202	21	4,392	92,232
1:1 Aide Services	84	87	3	48,344	145,032
Preschool SDC	178	216	38	15,045	571,710
Preschool Related Services - DIS	323	381	58	1,560	90,480
Early Start (NO FFS)	N/A	N/A	N/A	N/A	N/A

ADA	
Budget	618.24
Final ADA	642.92

San Bernardino County Superintendent of Schools
Desert Mountain County Operated Special Education Program

14/15 Fee-For Service Return

District	SAI Services	% of Services	Total Return	CDS-RSP	% of Services	Total Return	Related Services DIS	% of Services	Total Return	Itinerant	% of Services	Total Return	1:1 Aides	% of Services	Total Return	Preschool	% of Services	Total Return	Preschool Related Services	% of Services	Total Return	Grand Total
			\$ 1,341,806			\$ 103,625			\$ 83,361			\$ 83,007			\$ 631,221			\$ 402,549			\$ (27,600)	
Adelanto Elementary	80	12%	\$162,731	0.33	2.34%	\$2,424	86	13%	\$10,451	12	8%	\$6,225	6	7%	\$43,095	33	16%	\$63,965	74	22%	(\$5,997)	\$282,895
Apple Valley Unified	112	17%	\$229,387	4.42	30.99%	\$32,118	112	16%	\$13,659	14	9%	\$7,263	11	13%	\$84,923	20	10%	\$38,475	69	20%	(\$5,571)	\$400,255
Baker Valley Unified*	0	0%	\$0	0.00	0.00%	\$0	0	0%	\$0	0	0%	\$0	0	0%	\$0	0	0%	\$0	0	0%	\$0	\$0
Barstow Unified	17	3%	\$33,838	0.33	2.34%	\$2,424	21	3%	\$2,567	5	3%	\$2,335	2	2%	\$14,576	12	6%	\$22,765	61	18%	(\$4,970)	\$73,535
Bear Valley Unified	11	2%	\$23,126	0.17	1.17%	\$1,212	12	2%	\$1,477	5	3%	\$2,594	2	3%	\$16,478	2	1%	\$4,328	3	1%	(\$263)	\$48,951
Excelsior	0	0%	\$0	0.00	0.00%	\$0	0	0%	\$0	5	3%	\$2,335	0	0%	\$0	0	0%	\$0	0	0%	\$0	\$2,335
Helendale Elementary*	0	0%	\$0	0.00	0.00%	\$0	0	0%	\$0	0	0%	\$0	0	0%	\$0	0	0%	\$0	0	0%	\$0	\$0
Hesperia Unified	109	17%	\$222,586	0.17	1.17%	\$1,212	53	8%	\$6,478	43	27%	\$22,308	16	19%	\$119,146	20	9%	\$37,674	18	5%	(\$1,472)	\$407,932
Lucerne Valley Unified	20	3%	\$ 40,810.22	0.08	0.58%	\$606	27	4%	\$3,331	3	2%	\$ 1,296.98	4	4%	\$ 2,244.40	1	1%	\$ 2,244.40	4	1%	\$ (337.66)	\$74,568
Needles*	0	0%	\$0	0.00	0.00%	\$0	0	0%	\$0	0	0%	\$0	0	0%	\$0	0	0%	\$0	0	0%	\$0	\$0
Oro Grande Elementary	5	1%	\$10,203	0.00	0.00%	\$0	3	0%	\$316	0	0%	\$0	0	0%	\$0	0	0%	\$0	0	0%	\$0	\$10,518
Silver Valley Unified	0	0%	\$0	0.00	0.00%	\$0	0	0%	\$0	1	1%	\$519	0	0%	\$0	0	0%	\$0	0	0%	\$0	\$519
Snowline Jt. Unified	96	15%	\$ 195,378.94	1.33	9.36%	\$9,696	107	16%	\$13,130	8	5%	\$ 3,890.94	12	14%	\$ 89,993.30	24	11%	\$ 46,170.49	31	9%	\$ (2,525.68)	\$355,733
Trona Jt. Unified*	0	0%	\$ -	0.00	0.00%	\$0	0	0%	\$0	0	0%	\$ -	0	0%	\$ -	0	0%	\$ -	0	0%	\$ -	\$0
Victor Elementary	144	22%	\$ 292,983.39	0.50	3.51%	\$3,636	203	30%	\$24,813	12	7%	\$ 5,966.10	17	20%	\$ 126,751.13	97	46%	\$ 186,926.36	80	23%	\$ (6,462.77)	\$634,613
Victor Valley Union High	64	10%	\$ 130,762.75	6.92	48.54%	\$50,298	58	9%	\$7,140	55	34%	\$ 28,274.13	14	17%	\$ 109,639.73	0	0%	\$ -	0	0%	\$ -	\$326,114
Total	658	100%	\$1,341,806	14	100%	\$103,625	682	100%	\$83,361	160	100%	\$ 83,007	83	100%	\$ 631,221	209	100%	\$402,549	341	100%	\$ (27,600)	\$2,617,968

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

District	Col. A Total 2014-15 Ending Balance	Col. B Less 3% of 15-16 FFS Expenses - Reserve	Col. C Balance to Return
2014-15	\$ 2,617,968	Reserve = \$992,781	Balance - \$1,625,188
Adelanto Elementary	\$ 282,894.83	\$ 107,279	\$ 175,616.02
Apple Valley Unified	\$ 400,254.77	\$ 151,784	\$ 248,470.95
Baker Valley Unified	\$ -	\$ -	\$ -
Barstow Unified	\$ 73,534.52	\$ 27,886	\$ 45,648.90
Bear Valley Unified	\$ 48,951.44	\$ 18,563	\$ 30,388.17
Excelsior	\$ 2,334.56	\$ 885	\$ 1,449.25
Helendale Elementary	\$ -	\$ -	\$ -
Hesperia Unified	\$ 407,931.67	\$ 154,695	\$ 253,236.64
Lucerne Valley Unified	\$ 74,568.44	\$ 28,278	\$ 46,290.74
Needles	\$ -	\$ -	\$ -
Oro Grande Elementary	\$ 10,518.32	\$ 3,989	\$ 6,529.58
Silver Valley Unified	\$ 518.79	\$ 197	\$ 322.06
Snowline Jt. Unified	\$ 355,733.42	\$ 134,901	\$ 220,832.91
Trona Jt. Unified	\$ -	\$ -	\$ -
Victor Elementary	\$ 634,612.83	\$ 240,657	\$ 393,956.22
Victor Valley Union High	\$ 326,114.46	\$ 123,668	\$ 202,445.99
Subtotal	\$2,617,968	\$ 992,781	\$ 1,625,187
Early Start	\$23,433		
Total	\$2,641,401		

Daria Raines

Subject: FW: 2014-15 Data Identified Noncompliance Notification (SELPA)

From: CASEMIS [<mailto:CASEMIS@cde.ca.gov>]

Sent: Wednesday, September 23, 2015 11:52 AM

To: Jenae Holtz

Subject: 2014-15 Data Identified Noncompliance Notification (SELPA)

September 23, 2015

Ted Alejandre, Superintendent
San Bernardino County Schools
601 North E Street
San Bernardino, CA 92415-0020

Dear Superintendent Alejandre,

One of the major responsibilities of the Special Education Division (SED) in the California Department of Education (CDE) is to monitor school districts to ensure that procedural guarantees of the Individuals with Disabilities Education Act (IDEA) are followed. The CDE uses multiple methods to carry out its monitoring responsibilities. One of the monitoring activities is to analyze student level data submitted to the California Special Education Management Information System (CASEMIS). The SED has reviewed the CASEMIS June 2015 and the December 2014 student level data submissions for compliance with state and federal requirements. Specifically, the data was analyzed in relationship to three compliance indicators from the California State Performance Plan:

- Indicator 11: One hundred percent of children were evaluated within 60 days of receiving parental consent for initial evaluation.
- Indicator 12: One hundred percent of children referred by Part C prior to age three, who are found eligible for Part B, have an Individual Education Plan (IEP) developed and implemented by their third birthday.
- Indicator 13: One hundred percent of youth aged 16 and above have an IEP that includes the eight required elements of secondary transition planning.

In addition, the CASEMIS data was analyzed for compliance with the state and federal timeframe requirements for:

- Annual IEP meeting
- Triennial re-evaluation to determine the student's continued eligibility

Noncompliant findings were identified for the San Bernardino County Schools School District. The district must correct the identified noncompliant student level finding(s). The list of students with noncompliance finding(s), along with a corrective action tracking Web application can be accessed at:

<https://www2.cde.ca.gov/dinc/logon.aspx>

For confidentiality purposes, the district's password to access the DINC Web site will be sent in a separate e-mail.

To assist the district, a compliance technical assistance guide (CTAG), which provides detailed information and instructions on how the district is to proceed in correcting, documenting, and reporting the corrective actions is posted at <ftp://ftp.cde.ca.gov/sp/se/ds/NCTAG.docx>. Please read the CTAG carefully prior to starting any corrective action process.

If you have questions on this regarding completing corrective actions, please contact the district's FMTA consultant. The list of assigned FMTA consultants can be found at <http://www.cde.ca.gov/sp/se/qa/fmtacncnt.asp>.

Sincerely,

/s/

Chris Drouin, Associate Director
Special Education Division

CD/slr

cc: Jenae Holtz , SELPA Director
Donna DeMartini, FMTA Administrator



Special Education Division

2014-15 Data Identified Noncompliance (DINC) Overview

Presented by the Assessment, Evaluation, and Support Unit



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Purpose

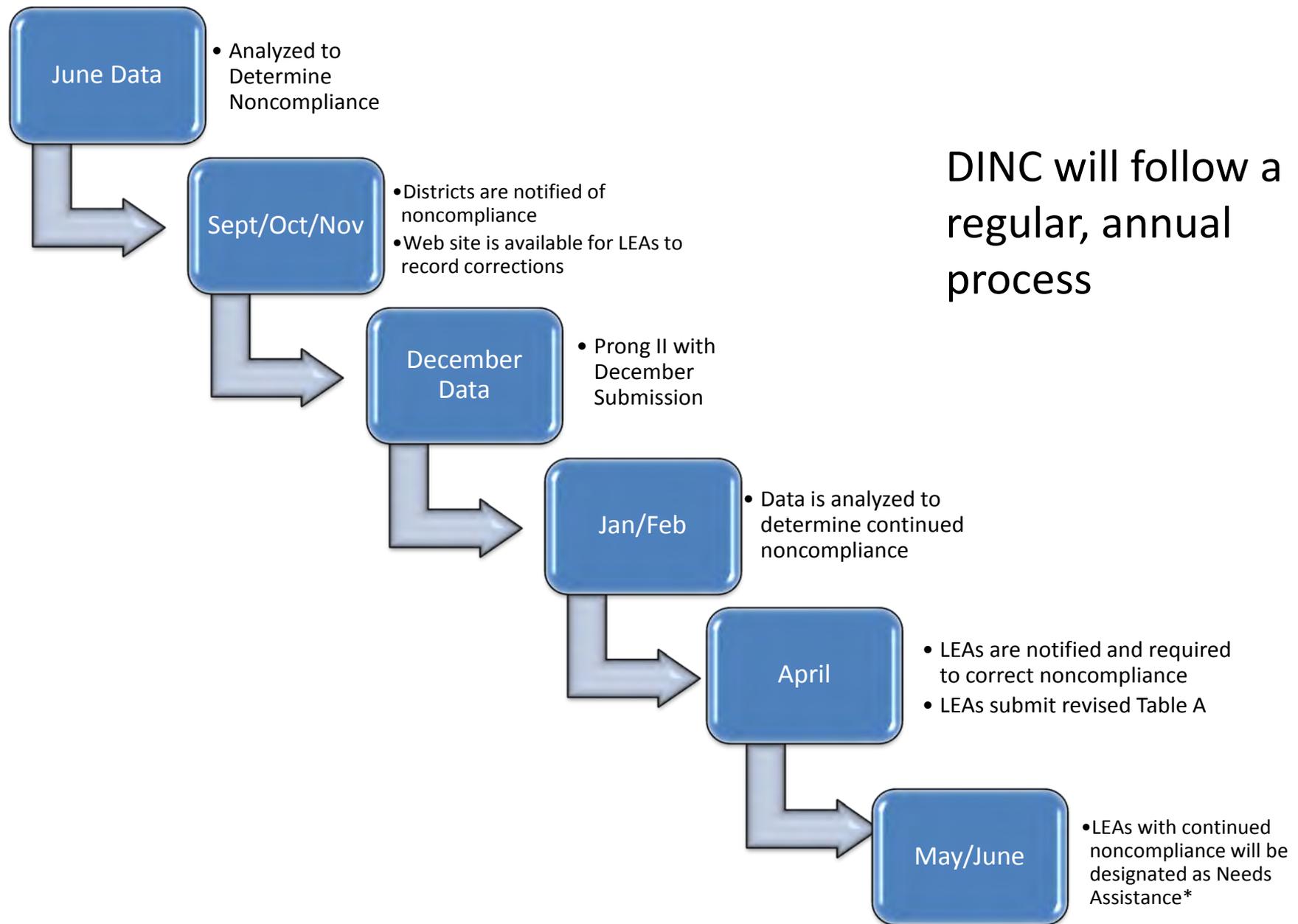
- What's and why's of DINC
- Indicators and More!
- Roles and responsibilities
- Review Web site
- Next Steps



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What is DINC

- Federally Required Noncompliance Reporting
- Process by which the Special Education Division (SED) identifies and notifies districts of noncompliance and provides a place to report correction





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DINC Indicators

- Indicators:
 - 60 day timeline (Ind. 11)
 - Part C to Part B transition (Ind. 12)
 - Secondary Transition (Ind. 13)
- Also Timely IEPs and Triennial Reviews



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60 Day Timeline

- Indicator 11 – 60 day timeline
 - CASEMIS June data
 - All students referred during the year
 - Compare the student's initial evaluation with the date of parental consent
 - There are authorized delays



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CASEMIS Fields for Indicator 11

A-28 PRNT_CSNT Date district received parent consent for initial evaluation for Part B special education services, for ages 3–22.

Definition:

It is the date the district/school received parent consent for the most recent initial evaluation eligibility for special education services for Part B (ages 3–22).

A-29 INIT_EVAL Date of IEP Team meeting to review initial evaluation and determine eligibility for Part B special education services, for ages 3–22.

Definition:

The date of the IEP team meeting to review initial evaluation and determine eligibility for special education services for Part B (ages 3–22).



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CASEMIS Fields for Indicator 11

A-30 EVLDLAY Reason the initial evaluation is beyond 60-day time line	
Definition:	This is the reason the initial evaluation should be considered timely.
Purpose:	To comply with the requirements under IDEA (34 CFR 300.341 (c)(1)).
Valid Format & Codes:	<p>CC (2-digit character code)</p> <p>Reason for delay:</p> <p>10 Parent did not make child available</p> <p>20 Official school break of more than five days</p> <p>30 Transfer</p> <p>90 Other (SELPA must list reason in district summary report to CDE)</p> <p>Note: This Field may be left blank for students whose initial evaluation was completed within 60 days or whose initial evaluation was untimely.</p>
Comment:	This Field must be completed for each student whose initial evaluation date exceeds 60 days from the date the parent provided consent to evaluate and should be considered timely.



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C to B Transition

- Indicator 12 – Part C to Part B
 - CASEMIS June data
 - Also includes DDS data
 - Children who were 3 years old
 - There are authorized delays



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SPP Indicator 12

Monitoring Priority - Effective General Supervision Part B/Effective Transition.

Indicator - Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

Measurement:

- a. # of children who have been served in Part C and referred to Part B (LEA notified pursuant to IDEA Section 637(a)(9)(A) for Part B eligibility determination).
- b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.
- e. # of children who were referred to Part C less than 90 days before their third birthdays.

Account for children included in a but not included in b, c, d, or e. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a – b – d – e)] times 100.



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CASEMIS Fields for Indicator 12

A-13 BIRTHDATE Student's date of birth	
Definition:	The actual, official, or recorded date of birth of the student.
Purpose:	To calculate age of the student at any date, to comply with the requirements of the state and federal laws.

A-36 LAST_IEP Date of student's last complete IEP meeting	
Definition:	It is the date when the last IEP, IFSP, or ISP (if the student is placed in a private school by a parent) meeting was held for the student. It would most likely be the student's latest annual or triennial review of the IEP. All data on a student record shall be obtained from the IEP/IFSP/ISP document resulting from this meeting. In absence of an IEP date, this date may also be the last placement date.
Purpose:	To determine the length of time the student has been in the current program; to research and analyze historical profiles of students with common characteristics using past years' data.



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Delay Fields

A-31 TBDLAY Reason for IEP in place after child's third birthday	
Definition:	This is the reason the initial evaluation is beyond child's third birthday and should be considered timely.
Purpose:	To comply with the requirements under IDEA (34 CFR 300.124 (b)).
Valid Format & Codes:	<p>CC (2-digit character code)</p> <p>Reason for delay:</p> <p>10 Parent refused to consent</p> <p>20 Parent did not make child available</p> <p>90 Other (SELPA must list reason in district summary report to CDE)</p> <p>Note: This Field may be left blank for students whose initial IEP was completed by their third birthday or whose IEP was untimely.</p>
Comment:	This Field must be completed for each student who was served by Part C and who turns three during the reporting year (July 1 through June 30) and whose IEP occurs after their third birthday.
Verified:	The entry in this Field must be one of the codes listed for this Field; otherwise, an error will result. If IEP was not late and an entry is made an error will result



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Transition Elements

- Indicator 13 – Secondary Transition
 - CASEMIS June data
 - Students with IEPs 16+
 - Age checked against exit date
 - 8 Transition Elements
 - Must be “Yes” to all but #8, may be NA



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Eight Elements of Transition

- 1. Is there an appropriate measurable post-secondary goal or goals that covers education or training, employment, and, as needed, independent living?
- 2. Is (are) the post-secondary goal(s) updated annually?
- 3. Is there evidence that the measurable post-secondary goal(s) were based on age appropriate transition assessment?
- 4. Are there transition services in the IEP that will reasonably enable the student to meet his or her post-secondary goal(s)?
- 5. Do the transition services include courses of study that will reasonably enable the student to meet his or her post-secondary goal(s)?
- 6. Is (are) there annual IEP goal(s) related to the student's transition services needs?
- 7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?
- 8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?



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Timely IEPs and Triennials

- Timely IEPs and Triennials:
 - Based on last_iep and last_eval fields from June 30 CASEMIS
 - Takes into account exit dates for students



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Annual IEP

A-36 LAST_IEP Date of student's last complete IEP meeting

Definition:	It is the date when the last IEP, IFSP, or ISP (if the student is placed in a private school by a parent) meeting was held for the student. It would most likely be the student's latest annual or triennial review of the IEP. All data on a student record shall be obtained from the IEP/IFSP/ISP document resulting from this meeting. In absence of an IEP date, this date may also be the last placement date.
Purpose:	To determine the length of time the student has been in the current program; to research and analyze historical profiles of students with common characteristics using past years' data.



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Annual IEP Delay Codes

A-66 IEPDELAY Reason the annual IEP is untimely	
Definition:	This is the reason the annual IEP should be considered timely.
Purpose:	To comply with the requirements under IDEA (34 <i>CFR</i> 300.301 (c)(1)).
Valid Format & Codes:	<p>CC (2-digit character code)</p> <p>Reason for delay:</p> <p>10 Timely IEP; another IEP held after timely IEP</p> <p>20 Parent contacted-did not attend</p> <p>30 Transfer</p> <p>90 Other (SELPA must list reason in district summary report to CDE)</p> <p>Note: This Field may be left blank for students whose annual IEP was timely.</p>
Comment:	This Field must be completed for each student whose last IEP was late and should be considered timely . (optional December 2014)
Verified:	An entry in this Field must be one of the codes listed for this Field; otherwise an error will result.

Triennial IEP



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A-37 LAST_EVAL Date of the latest determination of initial or continued eligibility for special education.	
Definition:	<p>For determination of continued eligibility in special education, the date in this Field shall be the date of such determination of continued eligibility, which in most or all cases will be an IEP team meeting date. This determination, also known as a triennial review, shall be made at least once every three years and more frequently if warranted or if requested by the student's parents or teacher.</p> <p>Notwithstanding certain procedural requirements, the members of the IEP team may determine continued eligibility without a meeting. In such cases, the date in this Field shall be the date when the members of the IEP team reached agreement on continued eligibility. The members of the IEP team are not required to hold a meeting to determine continued eligibility if all of the following are true:</p> <ul style="list-style-type: none">• The members of the IEP team have previously agreed that determination of continued eligibility is to be based upon a summary of existing data• No new assessment has been conducted• The determination of continued eligibility is not expected to result in any changes to the student's existing IEP, and• The student's parents have not requested an IEP team meeting for the purpose of determining continued eligibility.
Purpose:	To monitor three-year re-evaluation of students with disabilities as per the federal requirements under IDEA.



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Triennial Delay Codes

A-67 TRIDELAY Reason the triennial evaluation is untimely	
Definition:	This is the reason the triennial evaluation is late and should be considered timely.
Purpose:	To comply with the requirements under IDEA (<i>34 CFR 300.124 (b)</i>).
Valid Format & Codes:	<p>CC (2-digit character code)</p> <p>Reason for delay:</p> <p>10 Timely IEP; another IEP held after timely IEP</p> <p>20 Parent contacted-did not attend</p> <p>30 Transfer</p> <p>90 Other (SELPA must list reason in district summary report to CDE)</p> <p>Note: This Field may be left blank for students whose triennial evaluation was timely.</p>
Comment:	This Field must be completed for each student whose triennial evaluation was late and should be considered timely. (optional December 2014)
Verified:	The entry in this Field must be one of the codes listed for this Field; otherwise, an error will result.



TOM TORLAKSON
State Superintendent
of Public Instruction

Roles and Responsibilities

- The CDE determines and notifies LEAs of noncompliances
- LEAs make and provide evidence of corrections via website
- FMTA assist the LEAs and approve their submission



TOM TORLAKSON
State Superintendent
of Public Instruction

DINC Web site

- Web Application Changes
 - 60 Day Timeline
 - Compliance Plan

<https://www2.cde.ca.gov/dinc/logon.aspx>



TOM TORLAKSON
State Superintendent
of Public Instruction

Web site Authorities

- LEA – Enter, Submit
- SELPA – Enter, Submit
- FMTA – Enter, Approve, Unlock



TOM TORLAKSON
State Superintendent
of Public Instruction

Web site Responsibilities

- SELPA/LEA
 - Provide evidence/date/location
- SED: AES
 - Technical Support (passwords, etc.)
- SED: FMTA
 - Approval of evidence/date/location



TOM TORLAKSON
State Superintendent
of Public Instruction

Web site issues

- Passwords:
 - Copy/Paste Method
- Mac and downloads
 - Text file



TOM TORLAKSON
State Superintendent
of Public Instruction

Next Steps

- Due Date Nov 30th
- December 1st CASEMIS submission



Initial Request for Audiological Evaluation/Services

STUDENT INFORMATION

Student Name: _____ Date of Birth: _____ Grade: _____
 Medi-Cal No.: _____ Special Education Services: _____
 School Site: _____ District of Attendance: _____
 Parent/Guardian: _____
 Home Phone: _____ Work Phone: _____ Other Phone: _____

BACKGROUND: HEARING EQUIPMENT, SERVICES

1. The student has a history of the following:

<input type="checkbox"/> Ear Infections	<input type="checkbox"/> High Fever(s)	<input type="checkbox"/> Congenital Ear Malformation
<input type="checkbox"/> Ear or Head Injury	<input type="checkbox"/> Myringotomy w/Tubes	<input type="checkbox"/> Previous Ear Surgeries other than Tubes
<input type="checkbox"/> High Fever(s)	<input type="checkbox"/> Meningitis or Encephalitis	<input type="checkbox"/> Other Issues Related to Hearing: _____

2. Please explain and provide approximately dates of items checked above: _____

3. The student currently has a hearing amplification device: No Yes, please describe below:
 Make: _____ Model: _____
 In the ear *Behind the ear* *Bilateral* *Unilateral*

4. Student wears the equipment: Daily Occasionally Never

5. The student used Classroom Amplification at a previous school: No Yes, please describe below:
 Make: _____ Model: _____

6. This student is experiencing academic problems in the following areas:

REASON FOR REFERRAL

Reason for request:

Desired outcome of request:

The following documents must be attached to complete the request for audiological evaluation/services:

- Consent for Assessment (D/M 66)
- Completed Nurse's Hearing Screening Form (evidence of repeated failures on threshold tests)
- Previous audiogram (if a hearing loss has been previously identified)
- Authorization for Use and/or Disclosure of Information (D/M 63)
- Previous audiological evaluation (if a hearing loss has been previously identified)
- Current IEP (if student receives special education services)

Please explain reason(s) for not including the above required documents:

Additional information:

Referred By: _____ Referral Date: _____

DETERMINATION OF NEED: The need for an audiological evaluation or audiological services has been determined and services requested as summarized above.

Director of Special Education Signature: _____ Date: _____



Annual Request for Audiological Evaluation/Services
(Use this form if the student has been previously evaluated by the SELPA audiologist)

STUDENT INFORMATION

The following student has been previously referred and evaluated by the Desert/Mountain SELPA contract audiologist.

Student Name: _____ Date of Birth: _____ School Year: _____
Grade: _____ Medi-Cal No: _____ Special Education Services: _____
School Site: _____ District of Attendance: _____
Parent/Guardian: _____
Home Phone: _____ Work Phone: _____ Other Phone: _____

BACKGROUND: HEARING EQUIPMENT, SERVICES

List any important changes (changes in placement, services, health, ENT surgeries, lost or broken hearing aids, lost or broken classroom amplification equipment, family issues, etc.) that have occurred since the initial audiological referral or during the last school year.

PLEASE ATTACH THE CONSENT FOR ASSESSMENT FORM (D/M 66) TO COMPLETE THE ANNUAL AUDIOLOGICAL REQUEST PACKET

Director of Special Education Signature: _____ Date: _____



Classroom Amplification Equipment Agreement

STUDENT INFORMATION

Student Name: _____ Date of Birth: _____ Grade: _____
Medi-Cal No.: _____ Special Education Services: _____
School Site: _____ District of Attendance: _____
Parent/Guardian: _____
Home Phone: _____ Work Phone: _____ Other Phone: _____

BACKGROUND: HEARING EQUIPMENT, SERVICES

Make	Model	Description	Serial No.	Cost
------	-------	-------------	------------	------

PARENTAL CONSENT/ACKNOWLEDGEMENT

I understand this classroom amplification equipment belongs to the Desert/Mountain Special Education Local Plan Area (SELPA) and is to be used solely in the school setting. I acknowledge the delicate nature of the equipment and agree to utilize reasonable measures to properly store and safeguard the equipment when it is not in use by the student. I understand and acknowledge that I may be held financially responsible for replacement costs if the equipment is misused or removed from the school site by my child.

Parent/Guardian Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

Assembly Bill No. 1369

CHAPTER 647

An act to add Sections 56334 and 56335 to the Education Code, relating to special education.

[Approved by Governor October 8, 2015. Filed with
Secretary of State October 8, 2015.]

LEGISLATIVE COUNSEL'S DIGEST

AB 1369, Frazier. Special education: dyslexia.

(1) Existing law requires all children with disabilities residing in the state, regardless of the severity of their disabilities, and who are in need of special education and related services, to be identified, located, and assessed. Existing law provides that a pupil who is assessed as being dyslexic and meets certain eligibility criteria for the federal Individuals with Disabilities Education Act category of specific learning disabilities is entitled to special education and related services. Existing law defines a “specific learning disability” as a disorder in one or more of the basic psychological processes involved in understanding or in using language, and includes in that definition dyslexia and other specified conditions.

This bill would require the Superintendent of Public Instruction to develop, and to complete in time for use no later than the beginning of the 2017–18 academic year, program guidelines for dyslexia to be used to assist regular education teachers, special education teachers, and parents to identify and assess pupils with dyslexia, and to plan, provide, evaluate, and improve educational services, as defined, to pupils with dyslexia. The bill would require the Superintendent to disseminate the program guidelines through the State Department of Education’s Internet Web site and to provide technical assistance regarding their use and implementation to specified persons.

(2) Existing regulations adopted by the State Board of Education include specific basic psychological processes in the definition of “specific learning disability.”

This bill would require the state board to include “phonological processing” in that description of basic psychological processes.

The people of the State of California do enact as follows:

SECTION 1. Section 56334 is added to the Education Code, to read:

56334. The state board shall include “phonological processing” in the description of basic psychological processes in Section 3030 of Title 5 of the California Code of Regulations.

SEC. 2. Section 56335 is added to the Education Code, to read:

56335. (a) The Superintendent shall develop program guidelines for dyslexia to be used to assist regular education teachers, special education teachers, and parents to identify and assess pupils with dyslexia, and to plan, provide, evaluate, and improve educational services to pupils with dyslexia. For purposes of this section, “educational services” means an evidence-based, multisensory, direct, explicit, structured, and sequential approach to instructing pupils who have dyslexia.

(b) The program guidelines shall include, but shall not be limited to, characteristics typical of pupils with dyslexia and strategies for their remediation, as well as information to assist educators in distinguishing between characteristics of dyslexia and characteristics of normal growth and development.

(c) In developing program guidelines pursuant to subdivision (a), the Superintendent shall consult with teachers, school administrators, other educational professionals, medical professionals, parents, and other professionals involved in the identification and education of pupils with dyslexia.

(d) The Superintendent shall complete the program guidelines in time for use no later than the beginning of the 2017–18 academic year.

(e) The Superintendent shall disseminate the program guidelines through the department’s Internet Web site and provide technical assistance regarding their use and implementation to parents, teachers, school administrators, and faculty members in teacher training programs of institutions of higher education.



Proposed Teaching Permit for Statutory Leave (TPSL)

Commission on Teacher

Credentialing, October 2015



Statutory Leave and Teaching

California public school employers today face significant challenges when it comes to balancing the needs of students with the legal obligations for teacher leaves set forth through Federal and State labor laws. Teacher leaves, as described more fully below, have increased steadily over the past decades and incongruently the options for employers to cover said leaves have not changed since the inception of the Emergency 30-Day Substitute Teaching Permit (SUBP) in 1981. This restricts a substitute's days of service to no more than 30 cumulative days for any one teacher of record during the school year (Title 5 section 80025), except in special education classrooms, where the holder may serve no more than 20 cumulative days (Education Code section 56061(a)). This may result in employers relying on a series of rotating substitute teachers which does not create a stable learning environment conducive to student success.

The current solutions available to employers for appropriately covering such leaves, which can extend up to five calendar months, do not best serve California's students. The myriad of legislative expansions of employee leave entitlements, including statutory federal and state leaves, pension reform restrictions for working after retirement, and the on-going shortage of teachers, including substitutes, have resulted in the need for a targeted solution to allow consistent service by interim teachers of record beyond 20 or 30 days in classrooms where the teacher of record is on a statutory leave.

Teacher Leaves in California

California public school employers must comply with the following Federal and State employee leaves which can result in long-lasting teacher absences:

- Sick Leave (Education Code Section 44978)
- Differential Sick Leave: 5 calendar months (Education Code Section 44977)
- Industrial Accident and Illness Leave: 60 days (Education Code Section 44984)
- Pregnancy Disability Leave Act: 4 months (Government Code Section 12945)
- Family and Medical Leave: 12 workweeks (Government Code Section 12945.2 & 29 U.S.C. §2601, et seq.)
- California Family Rights Act: 12 workweeks (Government Code Section 12945.2)

In some cases, such statutory leaves may be taken concurrently, or as is often the case, may be taken consecutively, extending the need for coverage well beyond the 20 or 30 day limitation set forth by the SUBP.

Limitations on Employer

Employers face limited options when it comes to finding an individual to teach during the teacher's leave, as such positions are not considered vacancies. Employers cannot advertise for or permanently fill a position where the contracted teacher of record is out on a statutory leave because the position legally belongs to the teacher of record who is on leave. As well, the length of statutory leave is unpredictable and may begin or end at any time, leaving little certainty for employees who are recruited for such positions. A contracted teacher's position must remain available to them upon their return from any statutory leave and cannot be filled by another contracted teacher.



Limitations of Certification

The circumstances of covering statutory leave for teachers are further exacerbated by the lack of Commission-issued documents available to cover such extended assignments. Currently, employers may rely on substitute teaching permits as previously mentioned, or they may employ individuals who hold other non-renewable teaching permits such as the Provisional Internship Permits (PIP) or Short-term Staff Permits (STSP). However, teaching permits such as the STSP and PIP were specifically designed to fill vacant teaching positions, not classrooms staffed by a fully credentialed teacher out on statutory leave. These permits require employers to conduct a diligent search for a fully credentialed teacher before they may be issued, making them inappropriate for covering statutory leaves, as many such leaves are spontaneous in nature. Again, employers may not recruit for a position to cover statutory leave as a vacancy.

Proposed Solution

As the Commission has authority to develop new permits, their associated requirements, and scope of authorization (Education Code section 44225(d)), the proposed targeted solution includes the proposed development of a new document titled *Teaching Permit for Statutory Leave (TPSL)*. This document could allow the holder to serve as the interim teacher of record when a contracted teacher of record is out on one of the identified statutory leaves noted within regulations. The proposed solution removes the need for rotating through several substitute teachers and instead provides for a consistent and stable learning environment for the students served by the TPSL holder. It also ensures that the interim teacher of record is significantly more prepared than a SUBP holder who is typically placed in such assignments and prevents employers from having to rely on documents such as the PIP or STSP which are not appropriate for such assignments. See Appendix A and B for charts comparing the intended purposes and requirements of the existing PIPs, STSPs, and SUBP with the proposed TPSL.

Proposed Teaching Permit for Statutory Leave (TPSL)

Proposed Authorization, Issuance, and Validity

The proposed TPSL could authorize service as the interim teacher of record for the full length of leave for any contracted teacher on a statutory leave as defined in regulations and statute.

A TPSL could authorize service in both the general education and special education classroom settings. The proposed TPSL could be issued for one calendar year and would only be available at the request of the employing agency that the document is restricted to. An educator could not apply directly to the Commission to request issuance of the proposed TPSL.

Proposed Permit Requirements

- Bachelor's or higher degree from an accredited college or university
- Satisfaction of the California Basic Skills Requirement
- A minimum of 20 semester units of non-remedial coursework across the following content areas with a minimum of one course in each content area: English, Social Studies, Mathematics, Science, Visual and Performing Arts, and Physical Education
- Completion of 45 hours of locally developed pre-service orientation and preparation aligned with specified content areas of study as defined in regulations
- Verification of Orientation, Guidance, Assistance, Mentoring, and Staff Development by the employing agency



Proposed Accountability and Transparency

Holders of the proposed TPSL would be restricted to service with the employing agency requesting the permit. An employing agency is defined as a California public school district, county office of education, nonpublic, nonsectarian school and agency as defined in Education Code sections 56365 and 56366, charter school, or statewide agency. **The proposed TPSL could not be used to fill teacher vacancies and would be appropriate solely for classrooms where the contracted teacher of record is on a statutory leave requiring an interim teacher of record to serve in their place until their return.** The employing agency could be required to document the specific leave assignment that the permit holder is serving under and maintain this record on file at the district office. Monitoring and data collection of such assignments could be a component of the school district's annual assignment monitoring data collection and reporting to their local county office of education (COE) along with "teacher vacancies" and the documentation for that data could be subject to review by the COE as part of the one-fourth assignment monitoring conducted under Education Code section 44258.9.

Proposed Relevant Preparation

The proposed TPSL could require the holder to complete 45 hours of locally developed relevant, targeted preparation that covers the significant concepts for an extended assignment in a special or general education classroom. The proposed TPSL holder could be stepping into a classroom position held by a fully prepared teacher and the majority of curriculum and lesson planning should already be complete prior to beginning the assignment. The focused preparation could emphasize topics such as pedagogy, ethics, best practices, and health and safety all within the local context.

As well, the proposed TPSL holder could be provided with a system of support by the employing agency. The permit holder could be required to be assigned a mentor teacher who serves in the same setting and/or subject area as the statutory leave assignment. The permit holder should also be given access to the same staff development activities offered to the regular teaching staff.

Proposed TPSL Renewals

The proposed TPSL could be renewable on an annual basis upon completion of additional hours of locally developed and preparation aligned with specified content areas of study defined in regulations as additional appropriate preparation that would not have been covered in the previous 45 hours of pre-service and preparation. This additional preparation is designed to build upon the previous training as follows:

First Renewal: Additional 45 hours

Second Renewal: Additional 45 hours

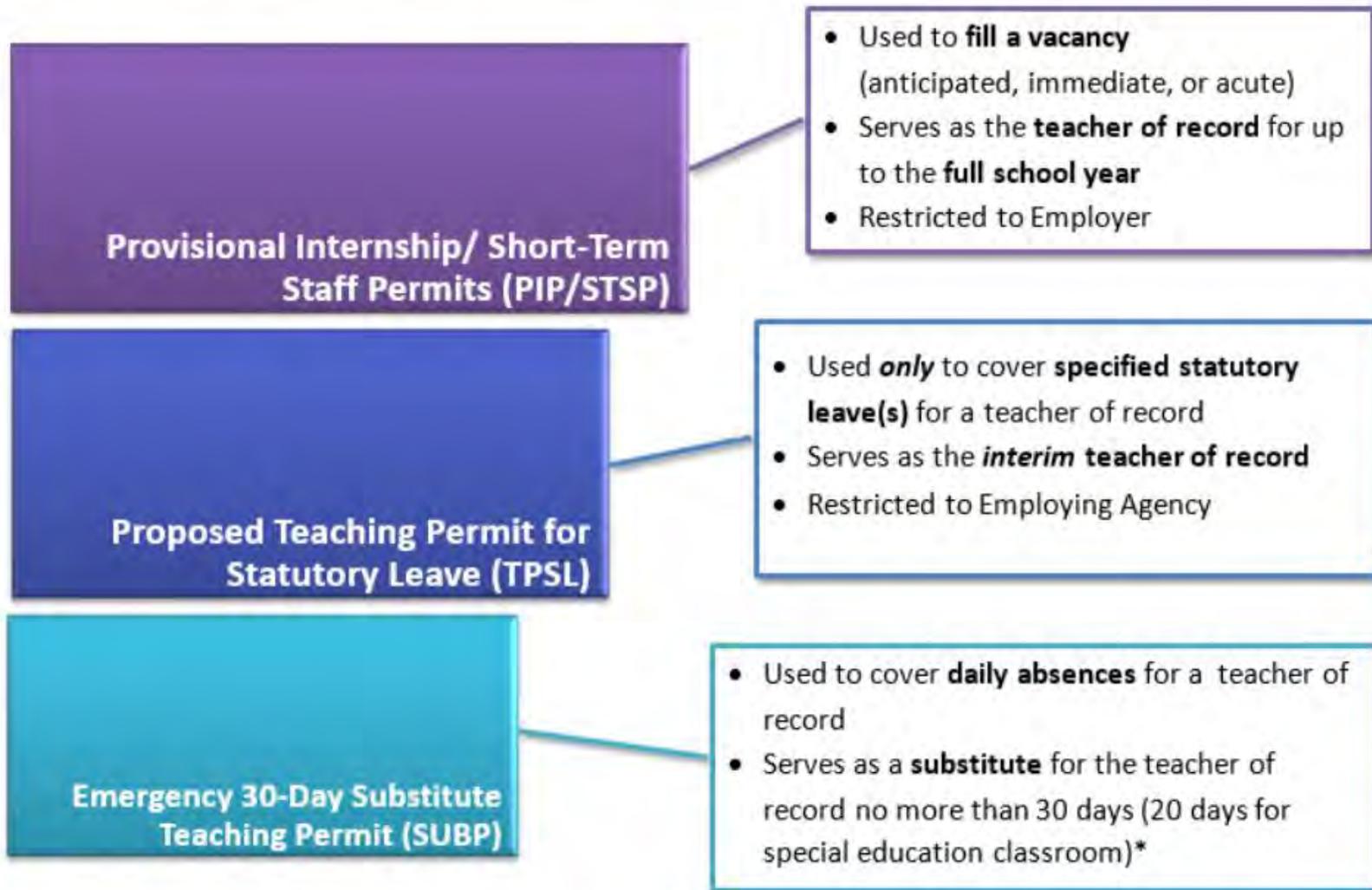
Third and Subsequent Renewals: Additional 12 hours of locally designed refresher training

The proposed TPSL is designed as a renewable resource to find a solution for the growing issue California public school employers are facing with adequately staffing a classroom when the assigned teacher is on statutory leave.

Appendix A

Proposed Teaching Permit for Statutory Leave (TPSL)

Comparison of Permit Purpose



*In any one school year; limited to 30 cumulative days for any one general education classroom or teacher and 20 cumulative days for any one special education classroom or teacher.

Appendix B

Proposed Teaching Permit for Statutory Leave (TPSL)

Comparison of Requirements

PIP/ STSP	TPSL	SUBP
<p>Provisional Internship/Short Term Staff Permits</p> <ul style="list-style-type: none">• Bachelor's or higher degree• Basic Skills Requirement• 40 semester units of coursework across specified content areas• Orientation and mentoring	<p>Proposed Teaching Permit for Statutory Leave</p> <ul style="list-style-type: none">• Bachelor's or higher degree• Basic Skills Requirement• 20 semester units of coursework across specified content areas• 45 hours locally developed pre-service preparation• Orientation and mentoring	<p>Emergency 30-Day Substitute Teaching Permit</p> <ul style="list-style-type: none">• Bachelor's or higher degree• Basic Skills Requirement



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

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

MEMORANDUM

DATE: October 22, 2015
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 (EIIS)
- School-Age Treatment Services (SATS)
- Therapeutic Behavioral Services (TBS)
- Student Assistance Program (SAP)
- Children's Intensive Services (CIS)
- Speech and occupational therapy

Also included are reports of four and five-year-old clients that are IEP eligible as well as closed referral reports.

If you should have any questions, please contact me at (760) 955-3606 or by email at linda_llamas@sbcss.k12.ca.us

Desert/Mountain Children's Center Apple Valley

Policies and Procedures

DRAFT School-Aged Treatment Services for Students (6 to 22 years old) with IEP's

Referrals for children referred to the Desert/Mountain Children's Center for School-Aged Treatment Services (SATS) shall be completed as follows:

Pre-referral Procedures - District Responsibility

1. Convene an IEP meeting to document the IEP team's decision to refer the student for mental health evaluation.
2. Complete the Referral for Behavioral Health Services form (DMCC 100A) and obtain the signatures of the person making the referral and the director of special education. Attach copy of the current Individualized Education Program (IEP) documenting the need for the assessment.
3. Mail/Email/Fax Referral to Desert/Mountain Children's Center. District should keep a copy of the referral.

***Note:** District must make sure the two page referral packet is complete prior to sending to DMCC.*

Referral Procedures - DMCC Responsibility

1. Receive and review Referral for Behavioral Health Services (DMCC 100A) for SATS. Ensure signature of the director of special education is noted and that a copy of the Individualized Education Program (IEP) is attached. Once the completed referral is received, it is entered into the DMCC database.

***Note:** For incomplete referral packets, DMCC will contact the District.*

2. Send parent/guardian a letter (letter #1) within seven days of receipt of completed referral requesting parent call DMCC to schedule an intake appointment/assessment (*allow two weeks for parent/guardian response*).
3. If no response by parent/guardian to initial letter (#1), send parent/guardian a follow-up letter (letter #2), again requesting to schedule an intake appointment/assessment (*allow two weeks for parent/guardian response*).
4. If no response by parent/guardian to follow-up letter (#2), send final letter (letter #3) to the parent/guardian requesting to schedule an intake appointment/assessment, and include notice that if the DMCC does not hear from parent/guardian within two weeks, the referral will be closed (*allow two weeks for parent/guardian response*).

5. If no response after three letter requests to schedule the intake appointment/assessment, DMCC will notify the district regarding closure of the referral. Notice to districts will occur by way of:
 - Contacting district special education office (or)
 - E-mailing district director of special education (or)
 - Steering Monthly District Reports

Note: District will determine the next steps and/or the need to reconvene an IEP team meeting. District will file the information in the appropriate student file.

6. If parent/guardian responds to the request for an intake assessment, DMCC support staff will schedule the intake appointment/assessment with clinician.
7. Intake clinician will provide parent/guardian with DMCC release forms and assessment plan (D/M 66) for review/signature, and a copy of the special education procedural safeguards (D/M 77) on date of intake appointment.
8. Intake clinician will conduct an assessment to determine educational necessity for school-based mental health services.
9. Clinician, based on the assessment, will determine a 1. diagnosis, 2. determine the student's mental health needs, and 3. develop a treatment plan (CRP) that will assist in determining which Educationally Related Mental Health Service (ERMHS) goals should be included in the student's Individualized Education Program (IEP).

Clinician will complete the Present Levels of Performance and Goal(s) (D/M 68F) for each identified area of educational mental health need(s) on an IEP Addendum (D/M 68M). The clinician will determine the frequency and duration of the ERMHS service based on the number of mental health goals and the frequency and duration required for the student to meet the goal(s) in one year's time. The ERMHS service will be entered on a service line on the IEP Addendum (D/M 68M). The service line will include the service, provider, delivery model, location, frequency and duration of the ERMHS service. The reason for the IEP addendum (D/M 68M) and the outcome of the IEP addendum will be entered on the IEP Addendum (D/M 68M) by the clinician. All of this information will be completed on hard copies of the documents and the documents will be given to the support staff after the meeting (see #10 below).

10. During the addendum meeting, Parent/guardian shall review the Present Levels of Performance and Goals on D/M 68F. The parent/guardian shall review the "Informed Consent" section of the IEP Addendum and provide consent by initialing, where appropriate, the following:
 - Have been given a copy of Special Education Procedural Safeguards/Parent Rights this school year.

- Have received a copy of this Individualized Education Program Addendum/Revision (D/M 68M and D/M 68F).
 - **CONSENT** to making these changes without an IEP team meeting.
 - **(IF APPLICABLE)** It has been explained to me and I understand the reason why a member of the Individualized Education Program (IEP) team is not present.
 - **(IF APPLICABLE)** I **CONSENT** and excuse the team member referred to above from the IEP team meeting (i.e. General Education teacher).
11. The parent/guardian will be provided a copy of the IEP goals (D/M 68F) and Addendum IEP (D/M 68M). Clinician and parent/guardian sign the IEP Addendum and documents (D/M 68M +D/M 68F) are forwarded to the DMCC support staff. DMCC staff will then enter information into Web IEP. DMCC staff will enter all of this information into Web IEP unless an open IEP document in Web IEP prevents this information from being entered. In this case, DMCC will send the hard copies of the signed addendum and mental health goals to the District for the district to discuss at an IEP meeting or to enter into Web IEP if the IEP document has been closed. DMCC will send a cover letter with the documents explaining that an open IEP prevents the information from being entered as an addendum.
 12. DMCC support staff is responsible for obtaining the DMCC Director's signature (designated LEA representative) on the IEP Addendum (D/M 68M).
 13. DMCC support staff will provide copies of the IEP Addendum and IEP goals to the parent/guardian. The documents will be mailed to the parent.
 14. DMCC support staff will forward a cover letter, signed IEP Addendum (D/M 68M) and IEP goals (D/M 68F) **via email** to the designated support person in the district (to the attention of the identified district staff member designated by the special education director) to obtain signatures from the special education and general education teacher, if applicable and to bridge the addendum and goals to the last annual in Management Information System (MIS/WebDA). **DMCC will also upload the signature page of the IEP addendum to the Web IEP.**

Note: *The designated contact person at each district shall be responsible for entering the information into the Management Information System (MIS/WebDA) by way of the IEP Transfer program (Bridge) and/or manual data entry.*

Note: *This process (1-14) can occur during one intake appointment or in more than one appointment as needed.*

Timeline

Upon receipt of the referral packet the DMCC staff will facilitate an intake appointment to obtain consent to assess and conduct the assessment. The assessment must occur within sixty (60) calendar days from the date the assessment plan (D/M 66) is signed by the parent.

Based on an agreement, the following Desert/Mountain SELPA or Desert/Mountain Charter SELPA LEAs authorize the addition of mental health services by an IEP Addendum:

- Academy of Academic Excellence
- Adelanto School District
- Apple Valley Unified School District
- Baker Valley Unified School District
- Barstow Unified School District
- Bear Valley Unified School District
- Desert/Trails Preparatory
- Encore Charter
- Excelsior Education Center
- Helendale School District
- Hesperia Unified School District
- LaVerne Preparatory
- Lucerne Valley Unified School District
- Needles Unified School District
- Oro Grande School District
- SBCSS – Desert/Mountain Operations Student Services
- Silver Valley Unified School District
- Snowline Joint Unified School District
- Taylion Charter
- Trona Joint Unified School District
- Victor Elementary School District
- Victor Valley Union High School District

Deleted: <#>Aveson Charter ¶

Deleted: <#>Odyssey Charter ¶

IEP Progress Goals

DMCC clinicians are responsible for completing quarterly progress of Educationally Related Mental Health Service (ERMHS) goals onto form D/M 680 for clients on an IEP. The completion dates for progress are set by the DMCC. Clinicians are responsible for entering the progress of ERMHS goals into Web IEP and forwarding a copy to their support person. Copies of the progress of goals shall be provided to the parent/guardian and district by the DMCC support staff. These forms are mailed to the parent and the school district.

Ending Services for a child with an IEP

Clinicians will conduct an assessment for the child receiving mental health services to determine if the child no longer meets criteria for mental health services and if the child has met his IEP mental health goals. The clinician will have a conversation with the parent regarding the completion of mental health services based on the assessment prior to the IEP to discuss the process of ending services. In no way is this conversation a pre-determination but rather a collateral mental health service to discuss progress with a parent. Ending services for a child with an IEP where the services are included in the IEP is an IEP team decision. The clinician will inform his/her support staff that an IEP meeting needs to be requested to end the mental health services in the IEP. The support staff will contact the district to request scheduling an IEP meeting and will inform the clinician of the IEP meeting date and time. The IEP meeting is scheduled by the district to either end mental health services due to meeting IEP goals, or when services are no longer appropriate, or to discuss with the team the need for ongoing/additional assessments or services.

Child Moves:

Within the D/M SELPA: When a child moves within the Desert/Mountain SELPA to a new district, the mental health services will transfer to the assigned clinician at the child's new school site.

Outside of the D/M SELPA: When a child moves out of the Desert/Mountain SELPA and the services continue to be on the IEP, the clinician will inform his/her support staff regarding the move and ask the support staff to contact the district to have an IEP scheduled to exit the child from MIS indicating reason for exiting as "moved" or Code 76.

Child Does Not Meet Educational Necessity:

In the event that a student is evaluated for educationally related mental health services and does not meet educational necessity, DMCC will notify the district by letter and/or email. DMCC will email a request to the District to schedule an IEP to discuss the results of the assessment.

**SATS IEP TRANSFERS WITH MENTAL HEALTH SERVICES
DMCC POLICY & PROCEDURES 3/2015**

Desert/Mountain Children's Center

Policies and Procedures

SATS IEP Transfers with Mental Health Services

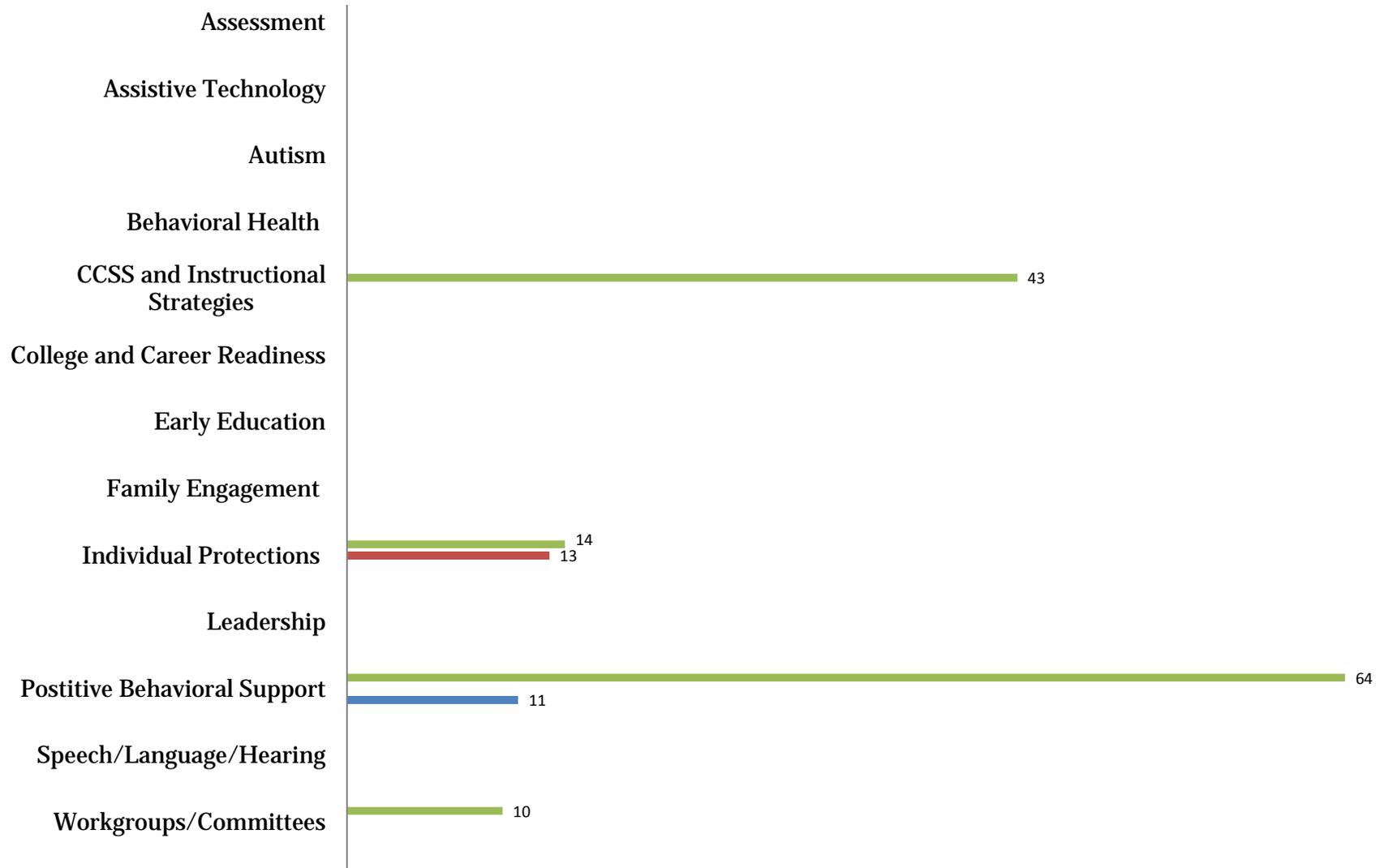
1. Referral is received from the school district along with IEP stating student is a transfer and has an active IEP with Mental Health services listed.
2. Referral routed to support staff based on assigned alphabet, entered, and uploaded into Penelope. Insurance is checked.
3. Support staff will notify the assigned school site clinician via email upon receipt of the referral stating clinician must immediately begin services. Clinician will also be notified of need to and complete informal/formal assessment within 30 days.
4. Support staff will ask the school district to schedule a 30 day IEP meeting to determine appropriateness of academically related mental health services.
5. The clinician who is assigned to the school site is immediately assigned as the primary clinician and must immediately start implementing the educationally-related mental health services (ERMHS) listed on the transfer IEP until an assessment is completed. The clinician must complete a formal/informal assessment within 30 days of the received referral. At the 30-day IEP, the clinician will provide assessment information, recommendations for treatment and suggested goals.
6. If parent is able to meet for an assessment within 30 days with the assigned clinician, all assessment paperwork and an IEP addendum to add/change services will be completed and submitted to support staff. If student has Medi-Cal insurance, it will be billed.
7. If a parent is unable to meet for an assessment within 30 days with the assigned clinician, the clinician will complete an assessment with the child only. The clinician will continue to work on ERMHS goals listed on the IEP if treatment is recommended. The clinician must continue to attempt scheduling a formal assessment with the parent. SPED will be billed until the DMCC receives all intake packets signed by the parent even if the child has Medi-Cal insurance.
8. If a parent completes an assessment with the assigned clinician after the 30-day period, the goals can be changed with a signed addendum. If the child has Medi-Cal insurance, Medi-Cal should be billed once support staff receives all signed intake documents. Once all Medi-Cal documents are submitted and signed by the parent, support staff will change the funding source to Medi-Cal.

D/M CHARTER SELPA PROFESSIONAL LEARNING PARTICIPATION SUMMARY

SEPTEMBER 2015- 24 PARTICIPANTS

131 YEAR TO DATE PARTICIPANTS

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

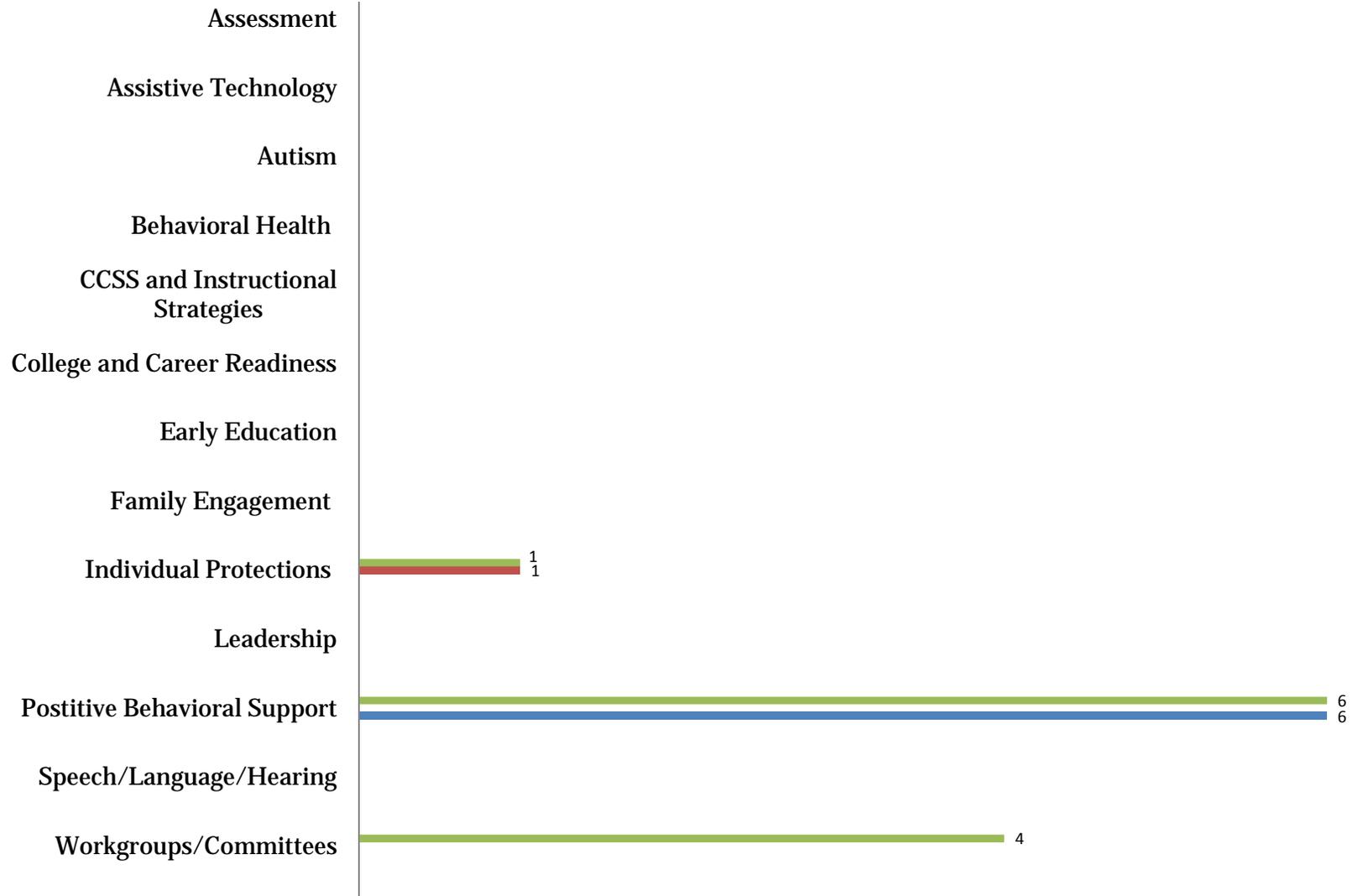


AVESON GLOBAL LEADERSHIP ACADEMY

SEPTEMBER 2015- 7 PARTICIPANTS

11 YEAR TO DATE PARTICIPANTS

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

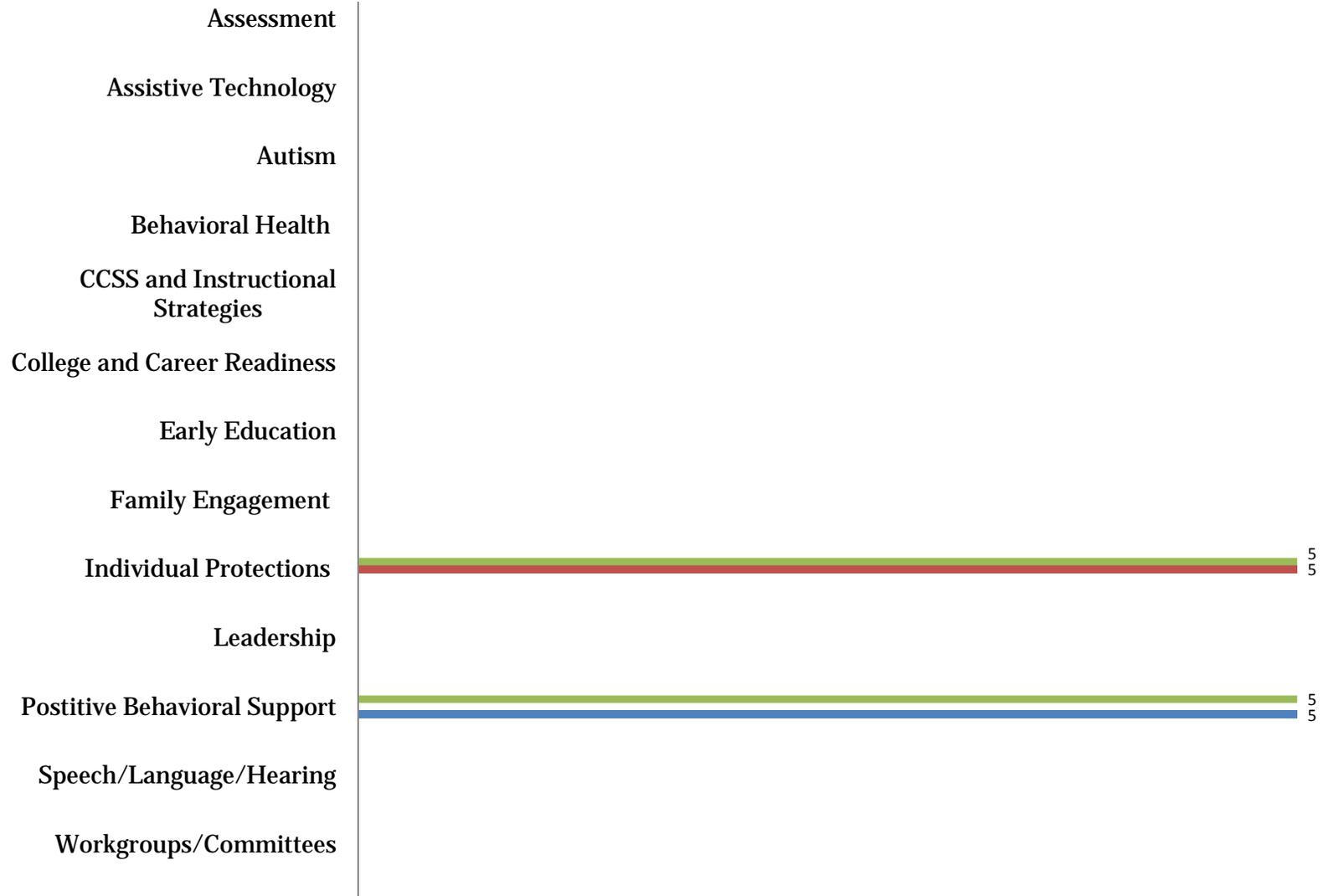


AVESON SCHOOL OF LEADERS

SEPTEMBER 2015- 10 PARTICIPANTS

10 YEAR TO DATE PARTICIPANTS

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



DESERT TRAILS PREP ACADEMY

SEPTEMBER- 0 PARTICIPANTS

55 YEAR TO DATE PARTICIPANTS

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

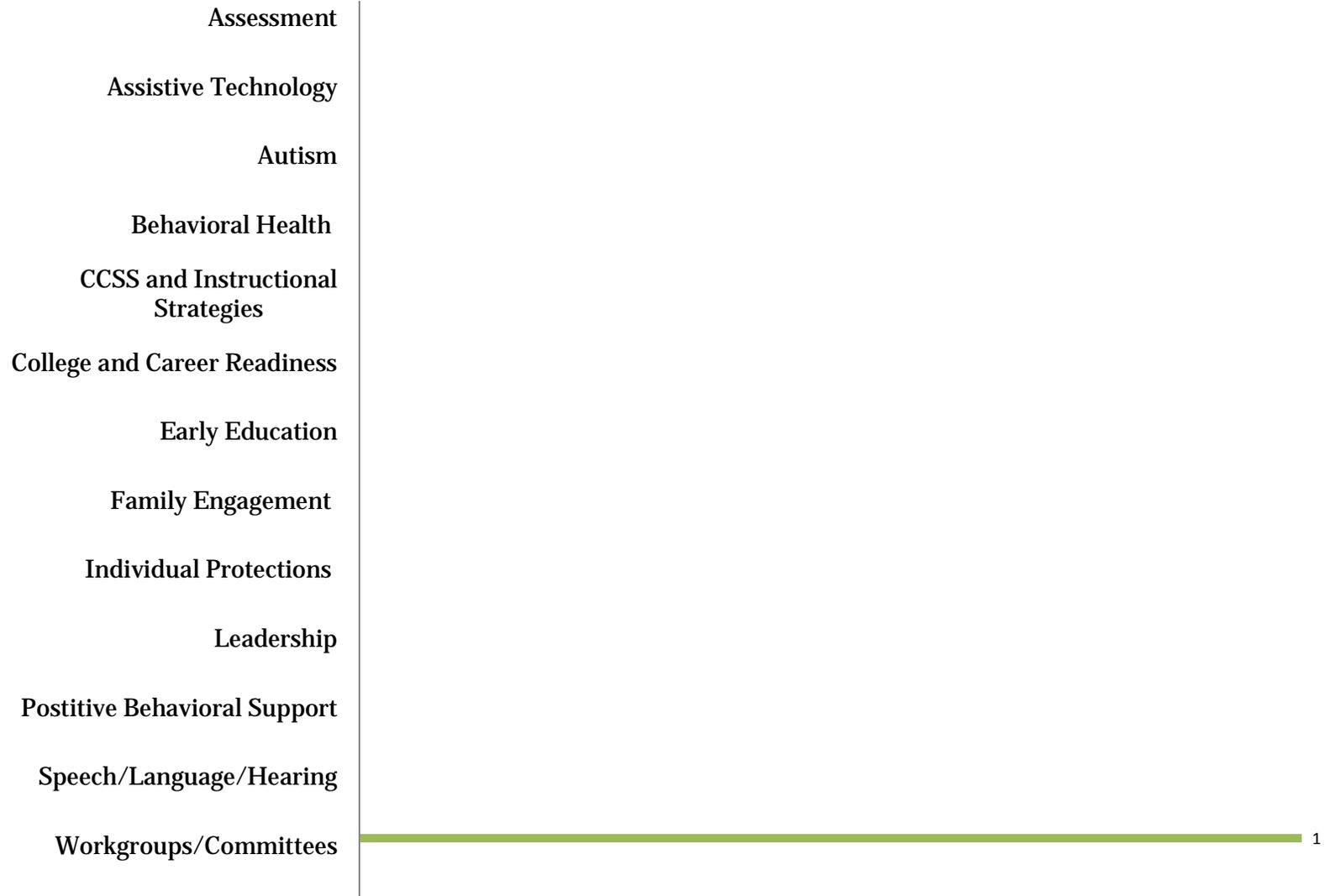


ENCORE JUNIOR/SENIOR HIGH SCHOOL

SEPTEMBER 2015- 0 PARTICIPANTS

1 YEAR TO DATE PARTICIPANT

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

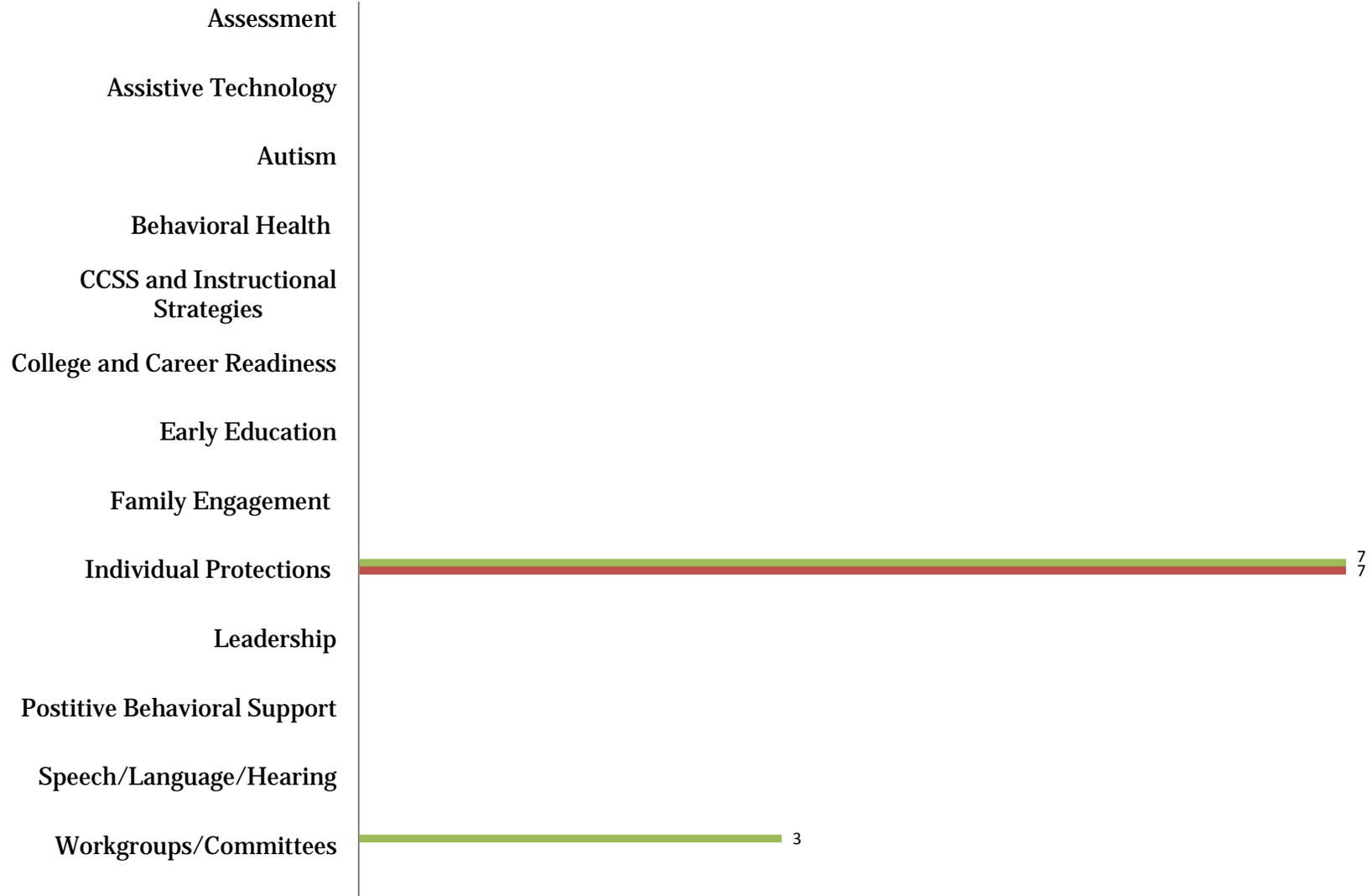


ODYSSEY CHARTER SCHOOLS

SEPTEMBER 2015- 7 PARTICIPANTS

10 YEAR TO DATE PARTICIPANTS

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

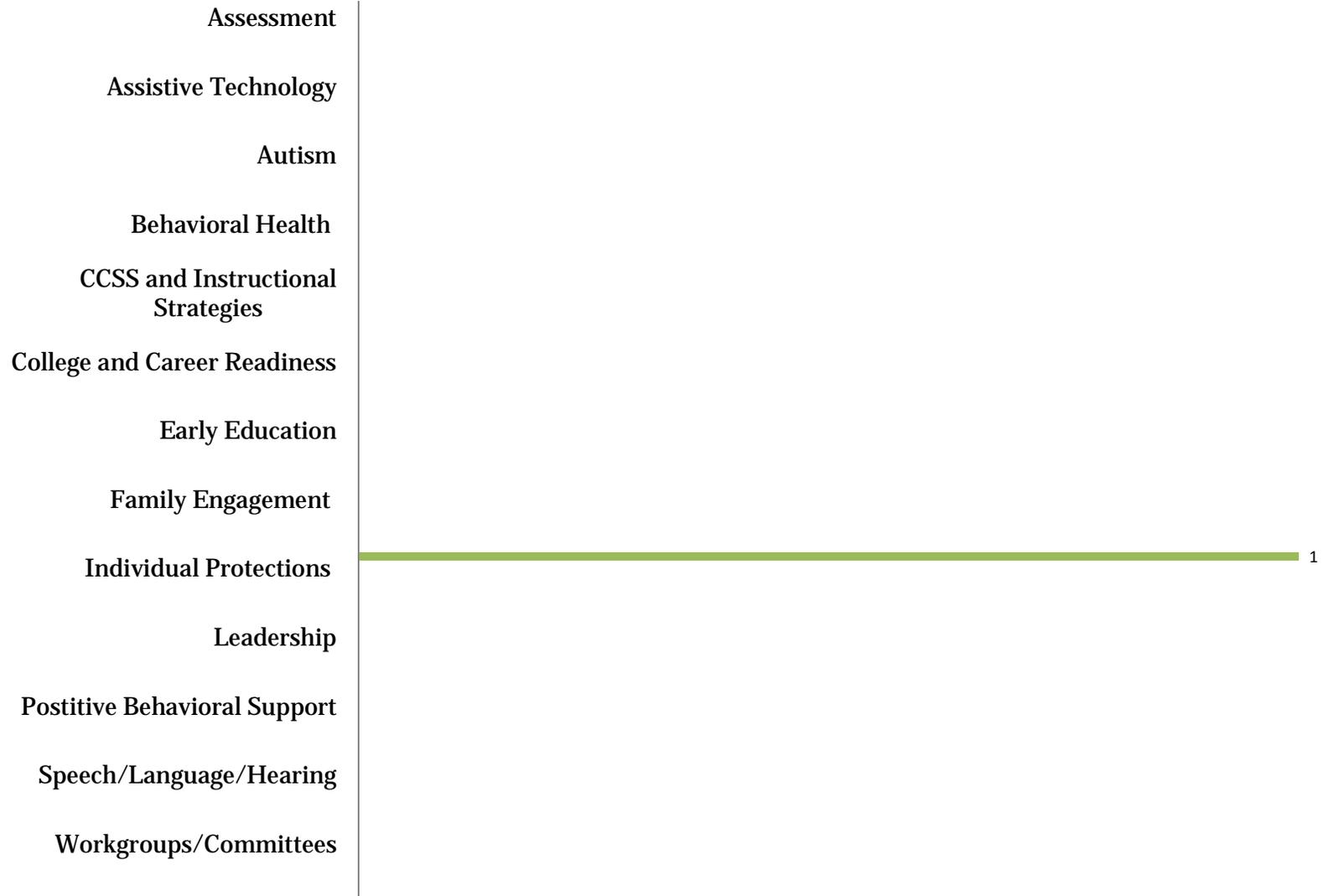


TAYLION HIGH DESERT ACADEMY

SEPTEMBER 2015- 0 PARTICIPANTS

1 YEAR TO DATE PARTICIPANTS

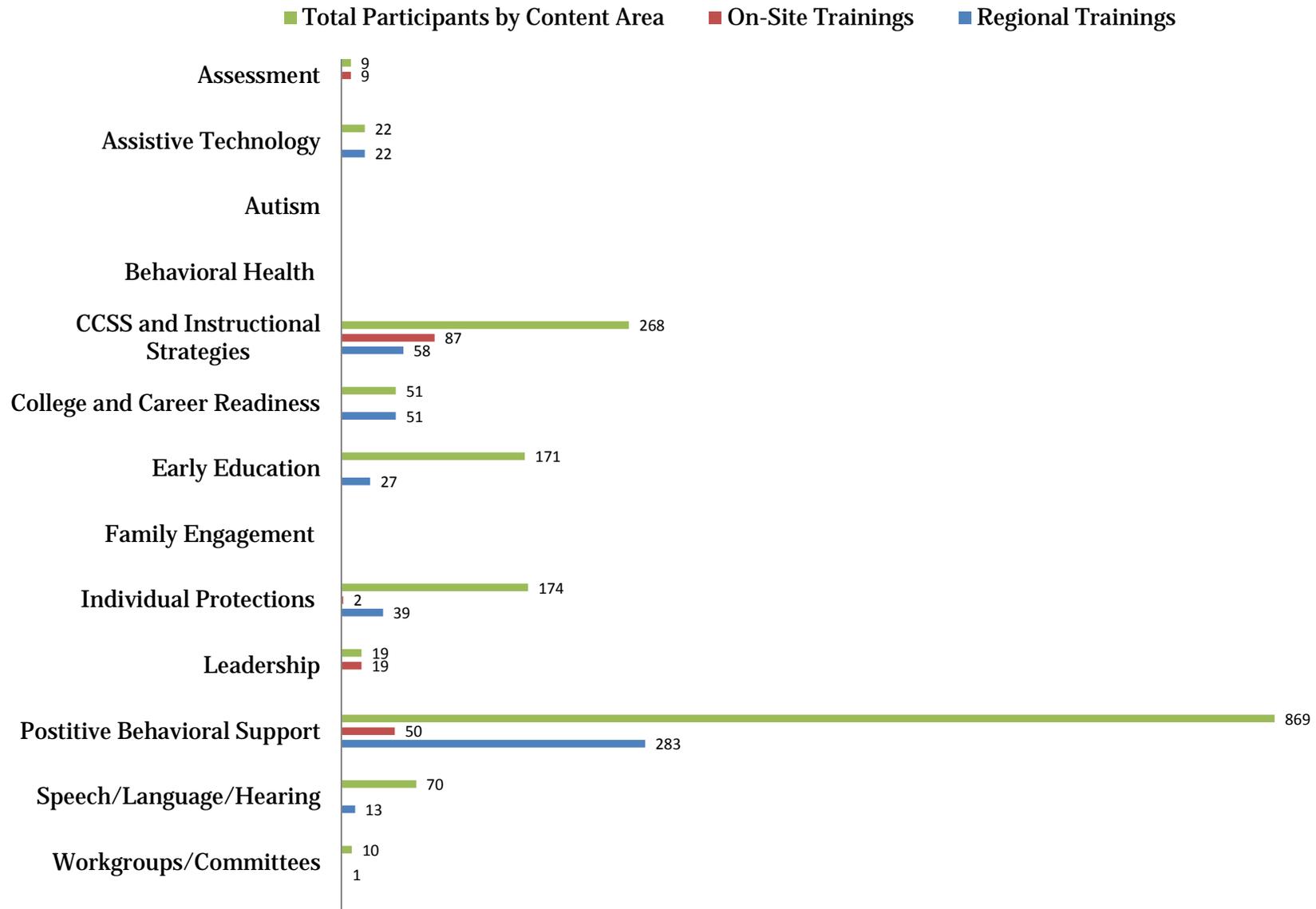
■ Total Participants by Content Area ■ On-Site Trainings ■ Regional Trainings



D/M SELPA PROFESSIONAL LEARNING PARTICIPATION SUMMARY

SEPTEMBER 2015- 661 PARTICIPANTS

1663 YEAR TO DATE PARTICIPANTS

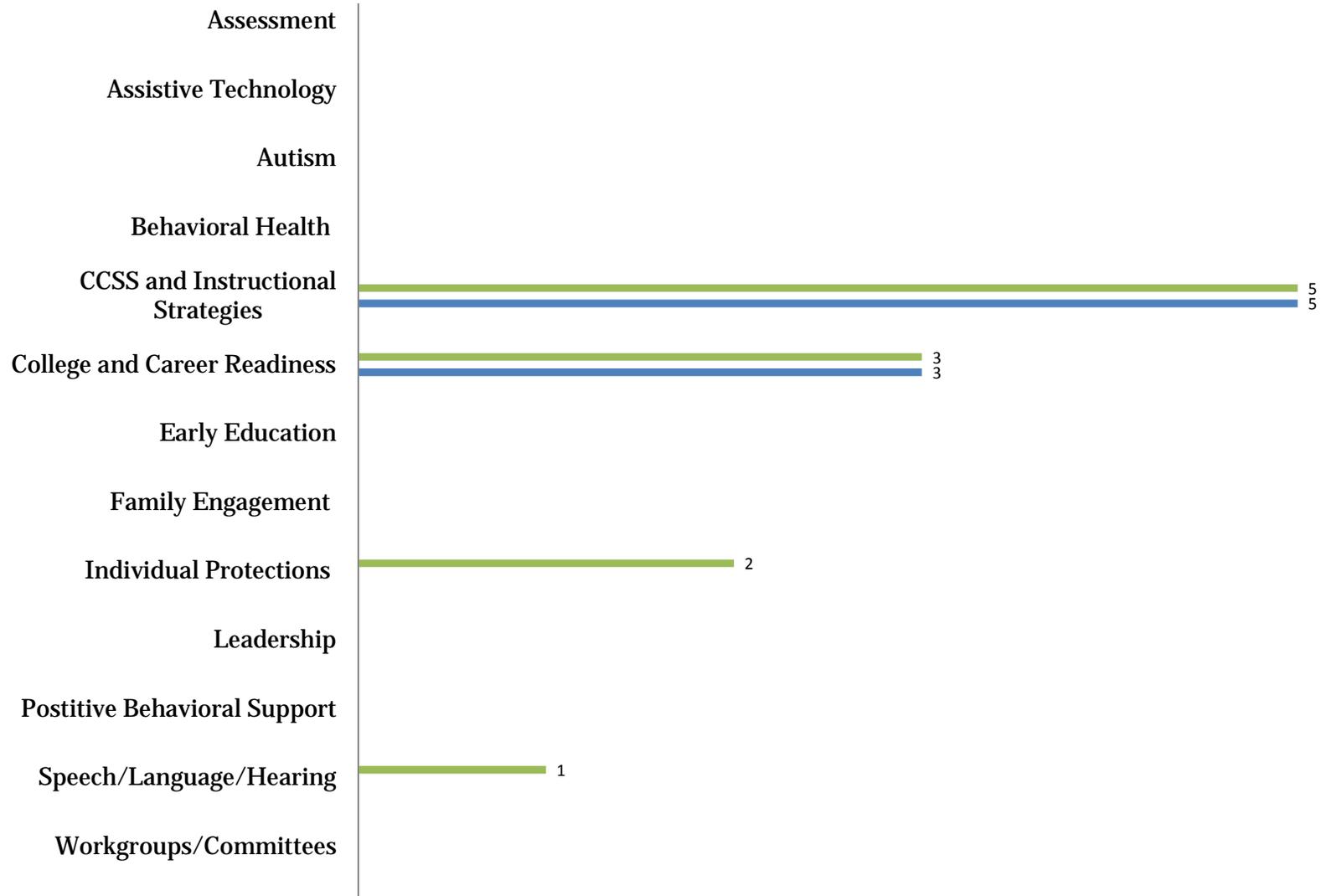


ACADEMY FOR ACADEMIC EXCELLENCE

SEPTEMBER 2015- 8 PARTICIPANTS

11 YEAR TO DATE PARTICIPANTS

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

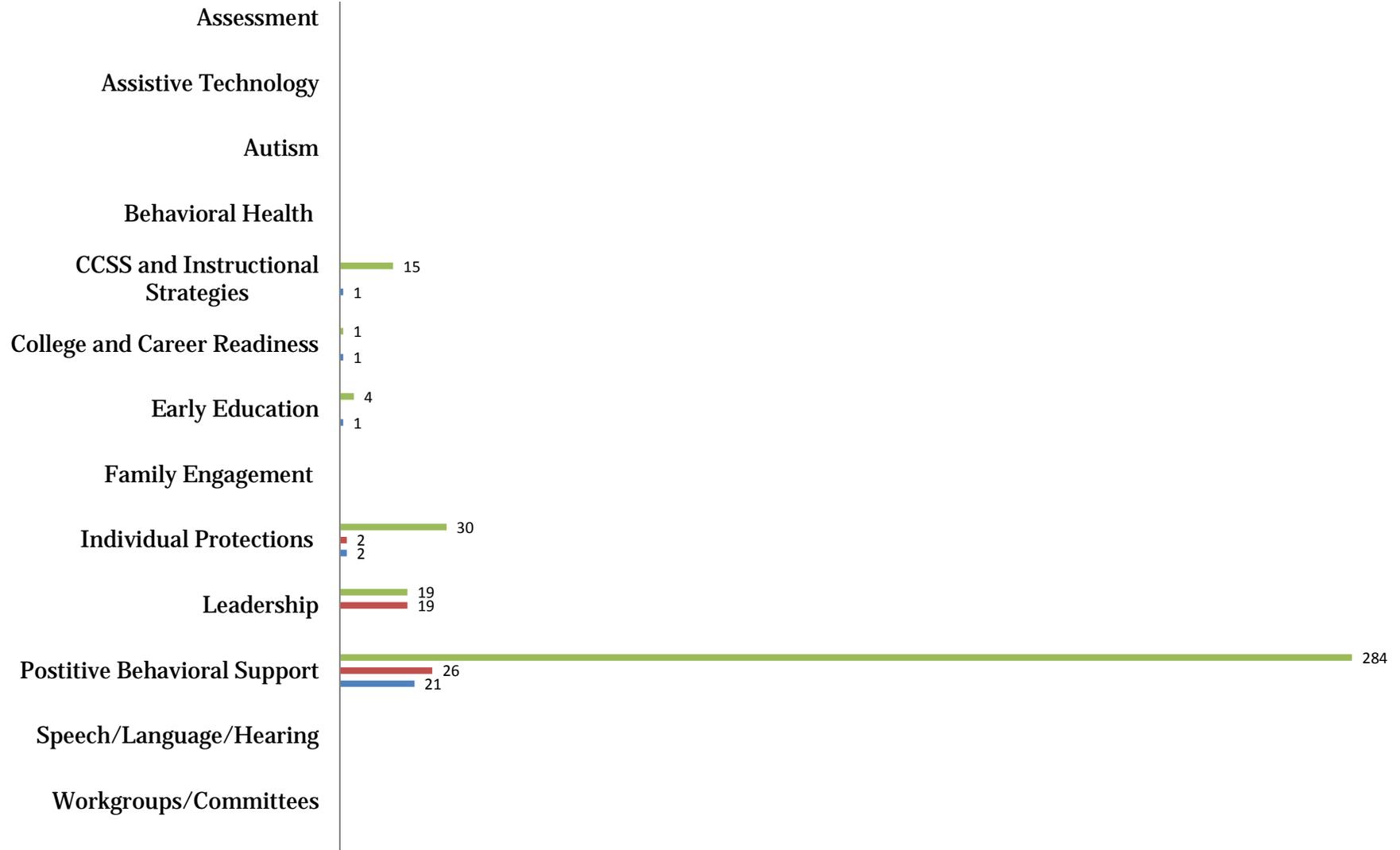


ADELANTO ELEMENTARY SCHOOL DISTRICT

SEPTEMBER 2015- 73 PARTICIPANTS

353 YEAR TO DATE PARTICIPANTS

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

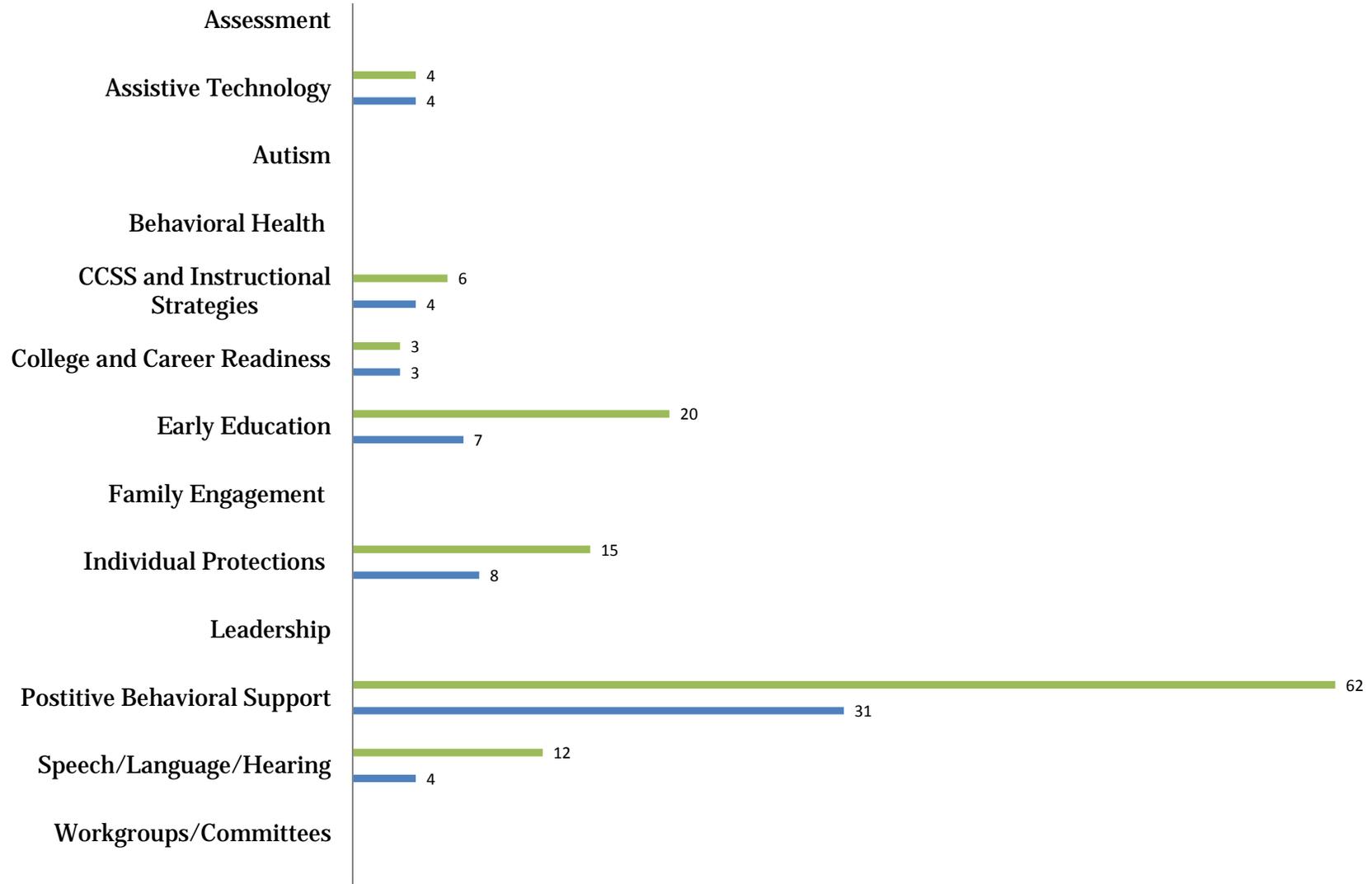


APPLE VALLEY UNIFIED SCHOOL DISTRICT

SEPTEMBER 2015- 61 PARTICIPANTS

122 YEAR TO DATE PARTICIPANTS

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

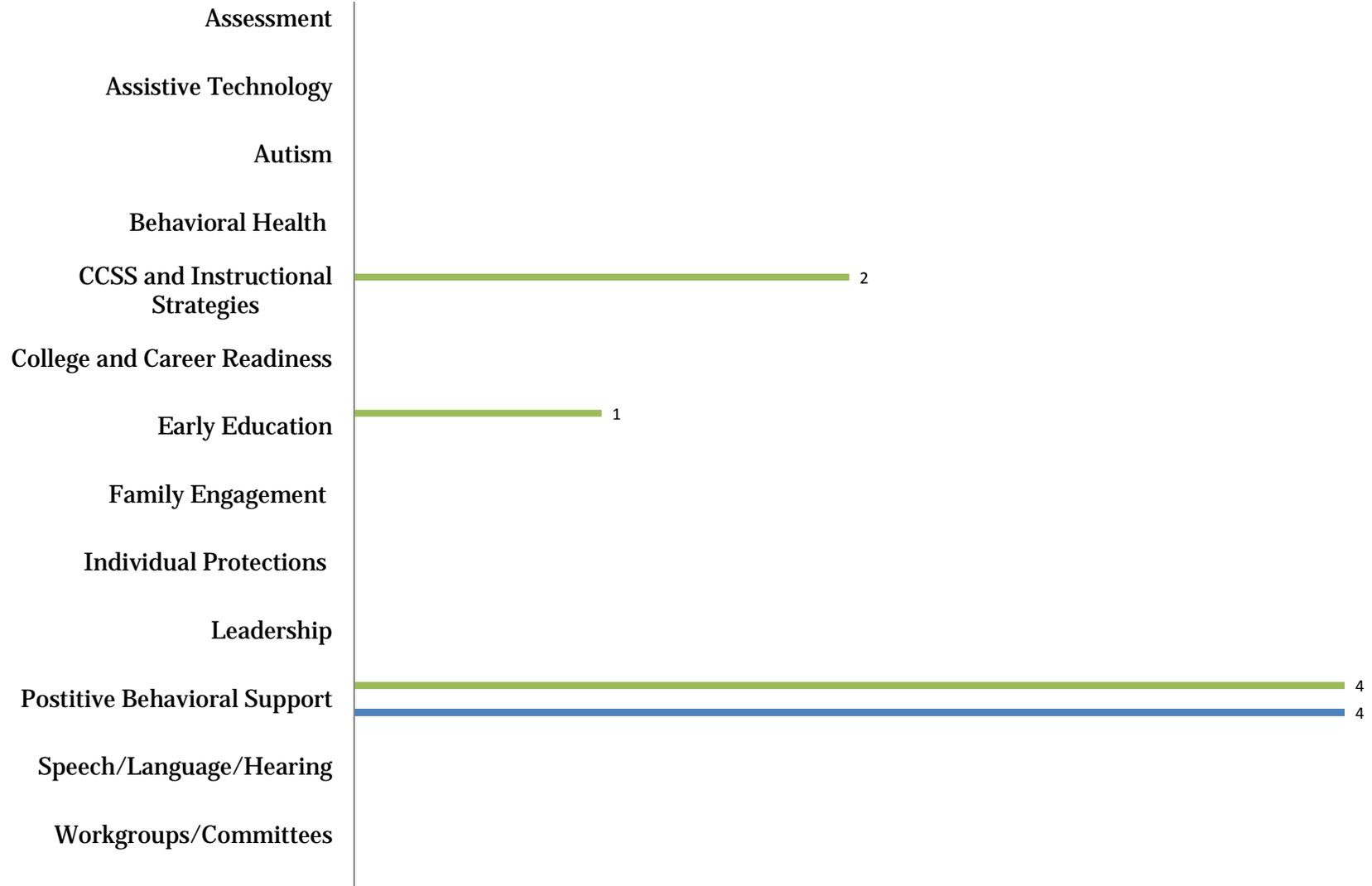


BAKER VALLEY UNIFIED SCHOOL DISTRICT

SEPTEMBER 2015- 4 PARTICIPANTS

7 YEAR TO DATE PARTICIPANTS

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

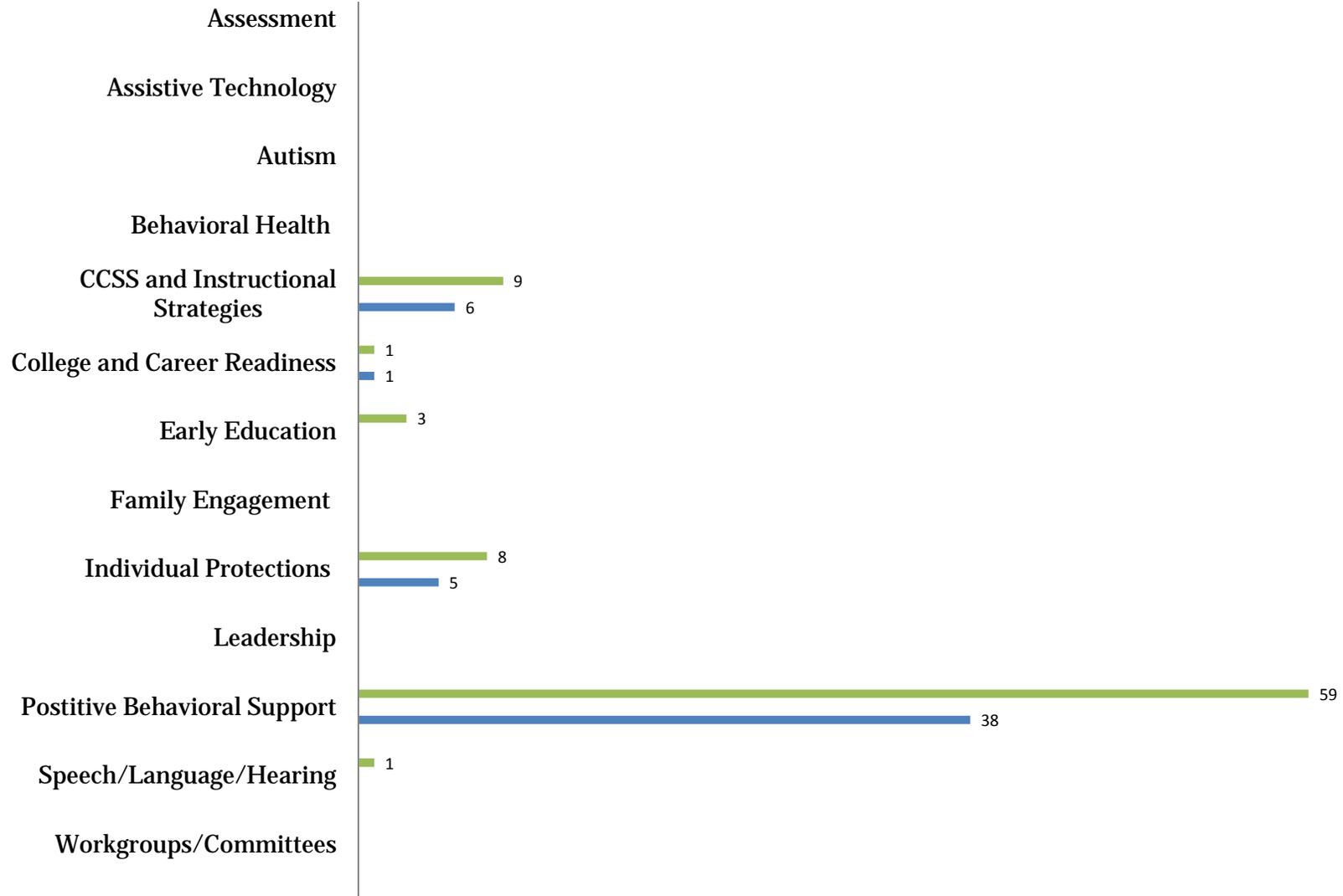


BARSTOW UNIFIED SCHOOL DISTRICT

SEPTEMBER 2015- 50 PARTICIPANTS

81 YEAR TO DATE PARTICIPANTS

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

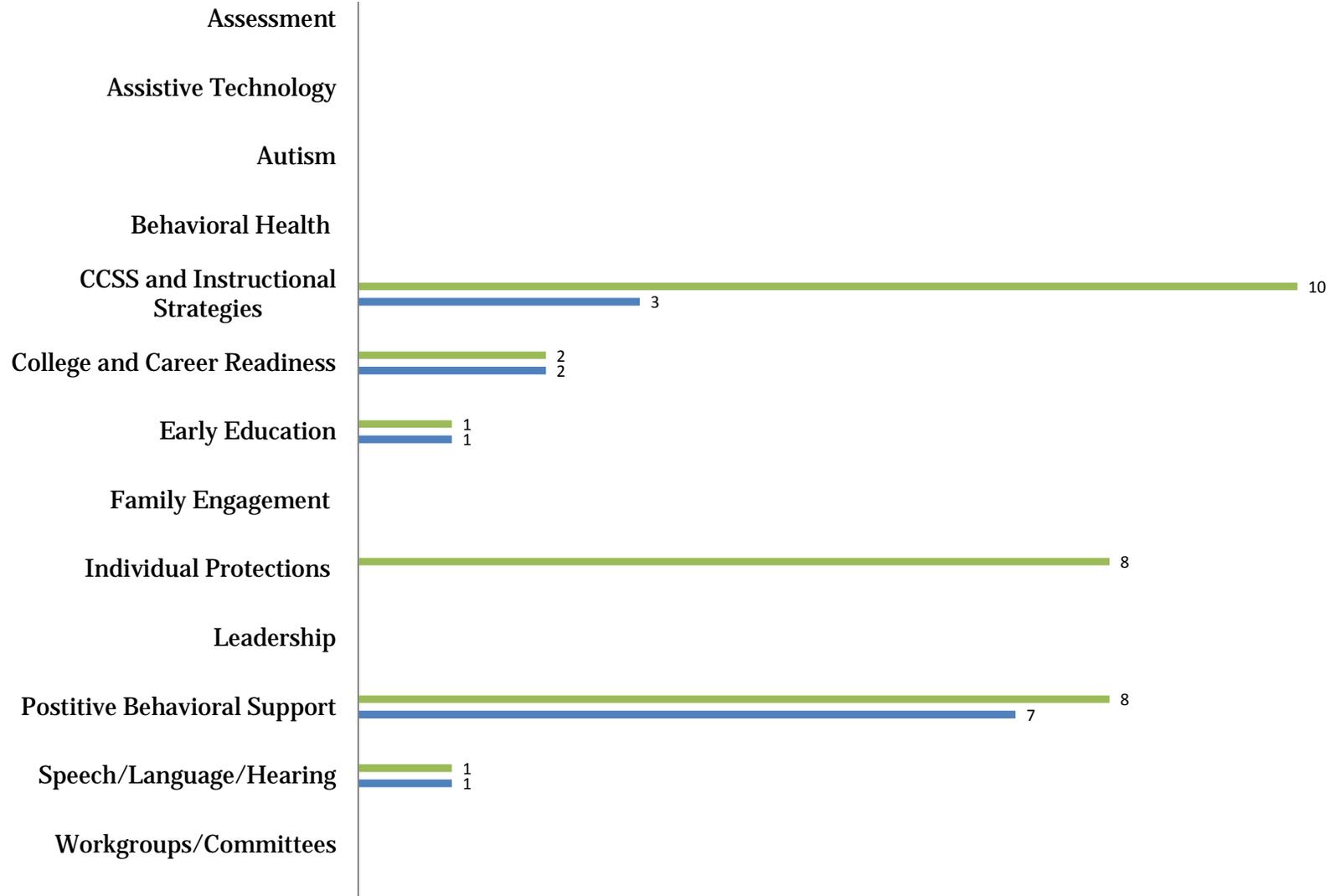


BEAR VALLEY UNIFIED SCHOOL DISTRICT

SEPTEMBER 2015- 14 PARTICIPANTS

30 YEAR TO DATE PARTICIPANTS

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

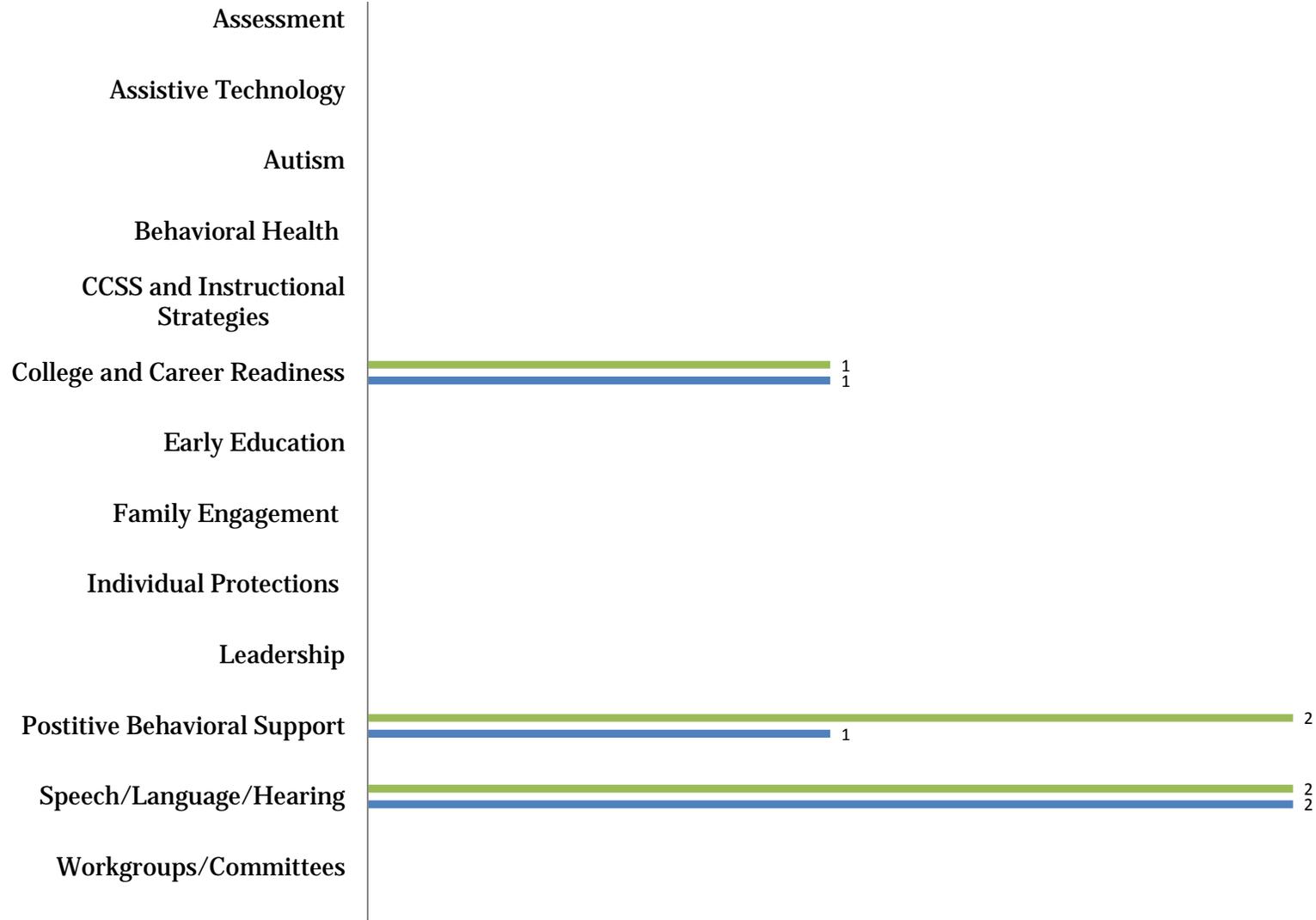


DESERT/MOUNTAIN CHILDREN'S CENTER

SEPTEMBER 2015- 4 PARTICIPANT

5 YEAR TO DATE PARTICIPANT

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

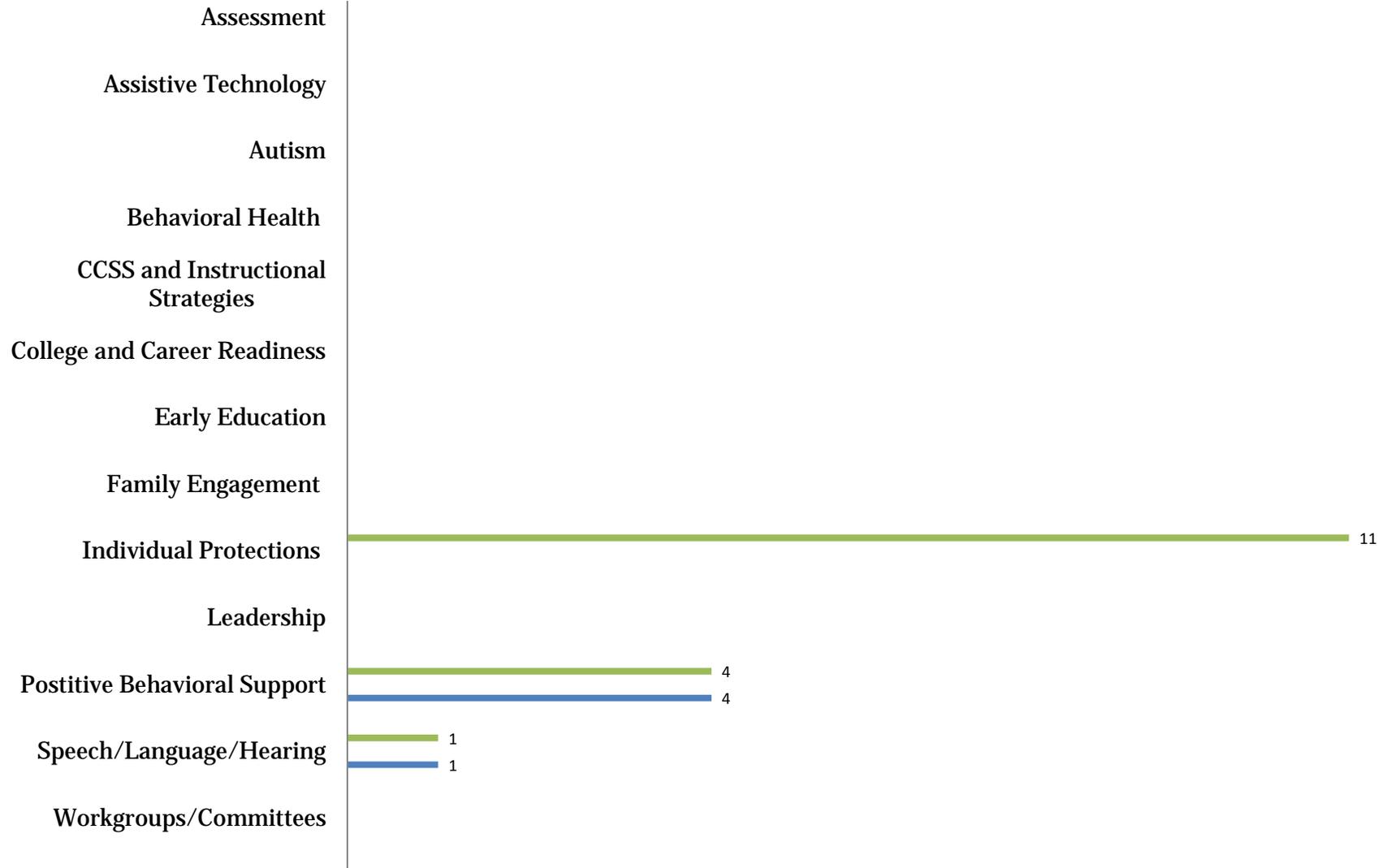


DESERT/MOUNTAIN OPERATIONS

SEPTEMBER 2015- 5 PARTICIPANTS

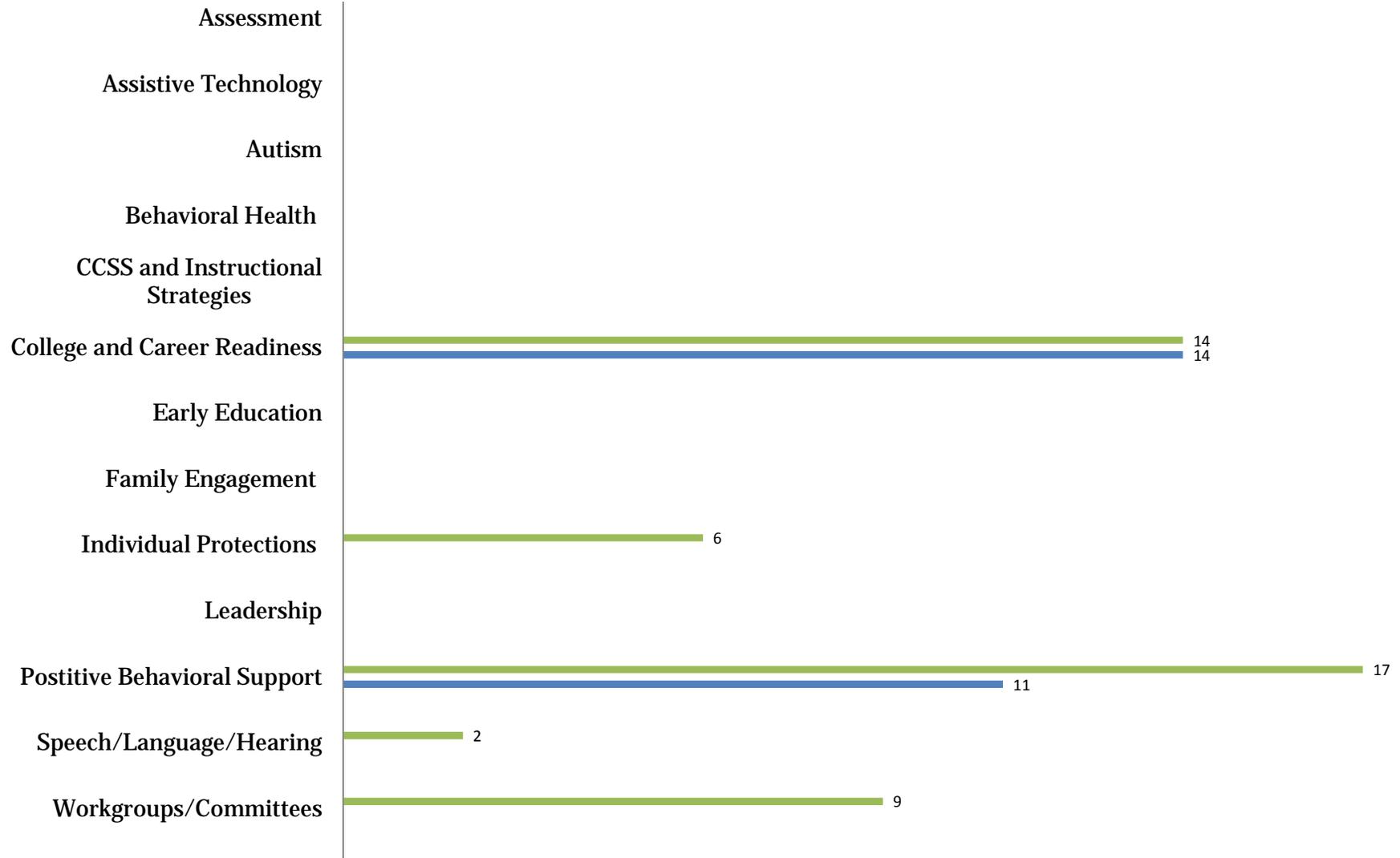
16 YEAR TO DATE PARTICIPANTS

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



DESERT/MOUNTAIN SELPA
SEPTEMBER 2015- 25 PARTICIPANTS
48 YEAR TO DATE PARTICIPANTS

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

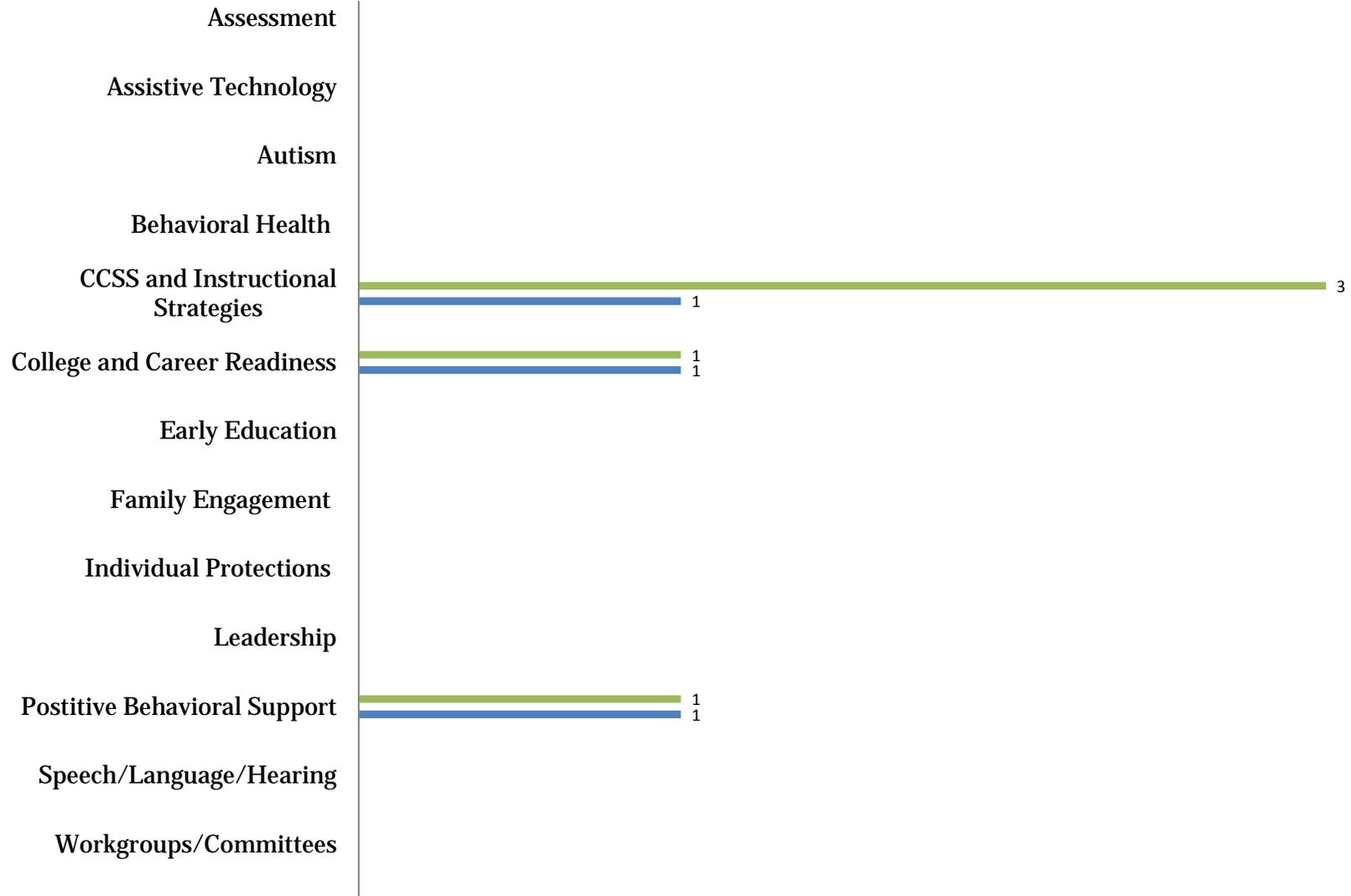


EXCELSIOR CHARTER SCHOOLS

SEPTEMBER 2015- 3 PARTICIPANTS

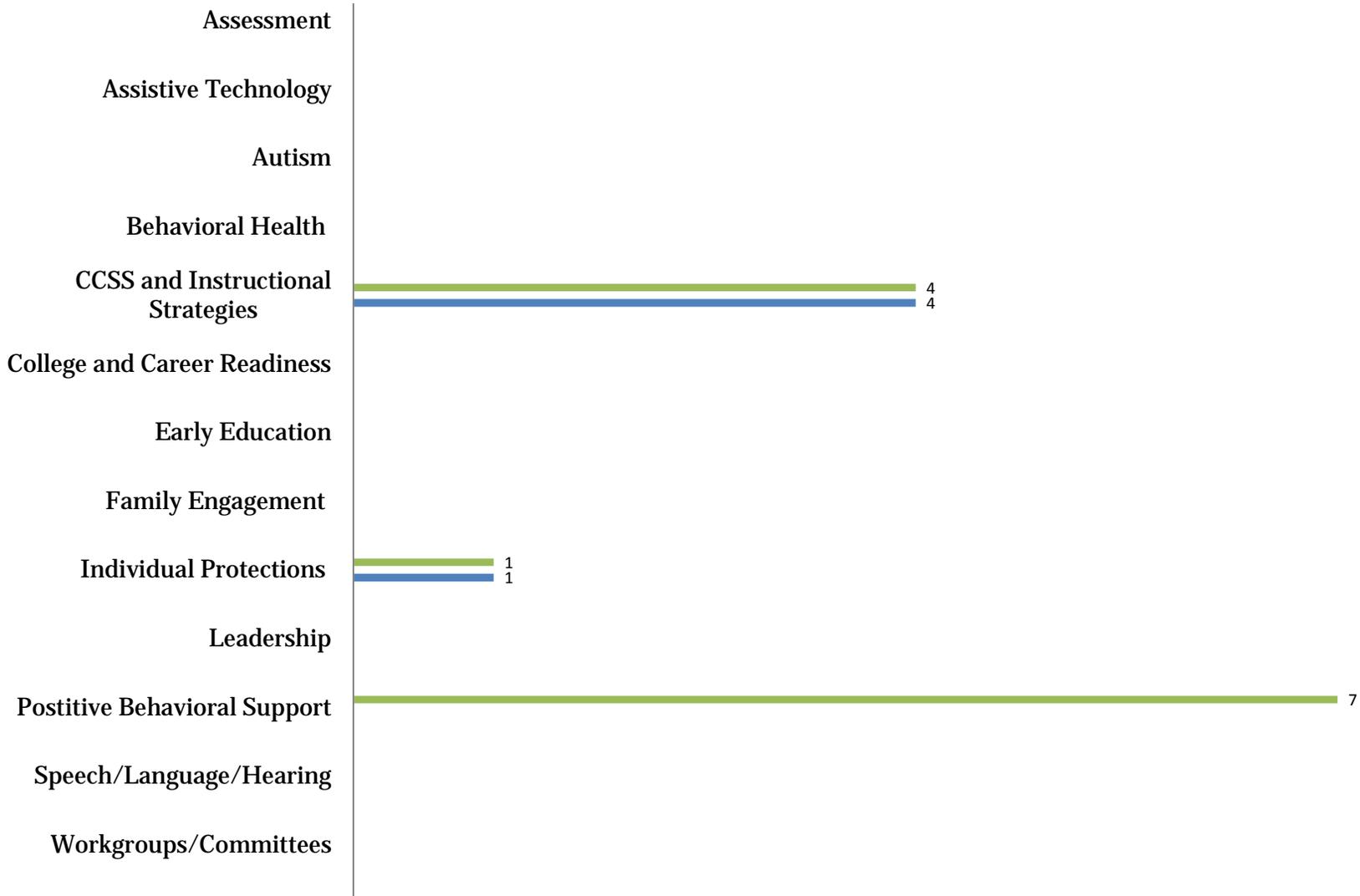
5 YEAR TO DATE PARTICIPANTS

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



HELENDALE SCHOOL DISTRICT
SEPTEMBER 2015- 5 PARTICIPANTS
12 YEAR TO DATE PARTICIPANTS

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

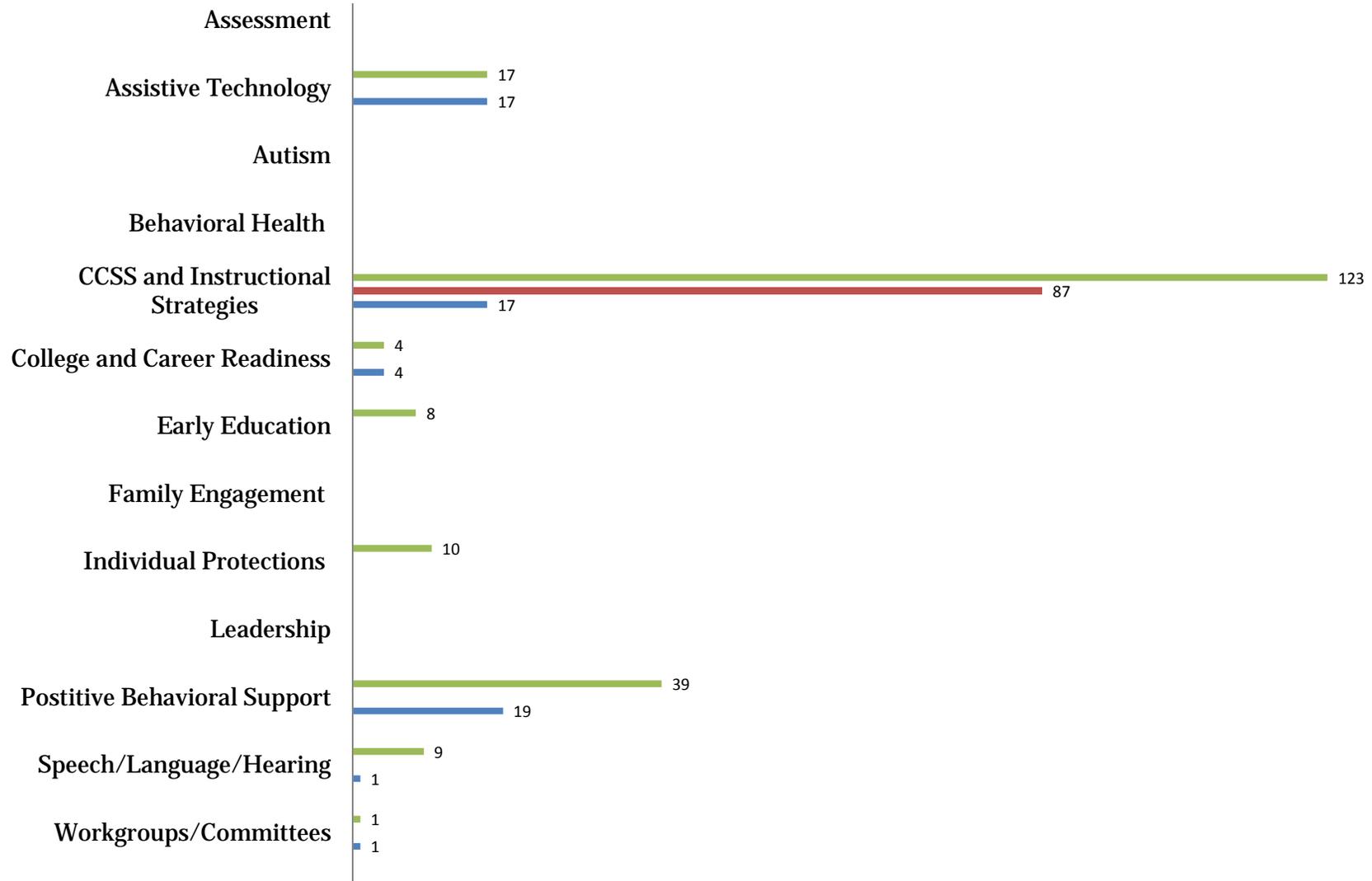


HESPERIA UNIFIED SCHOOL DISTRICT

SEPTEMBER 2015- 146 PARTICIPANTS

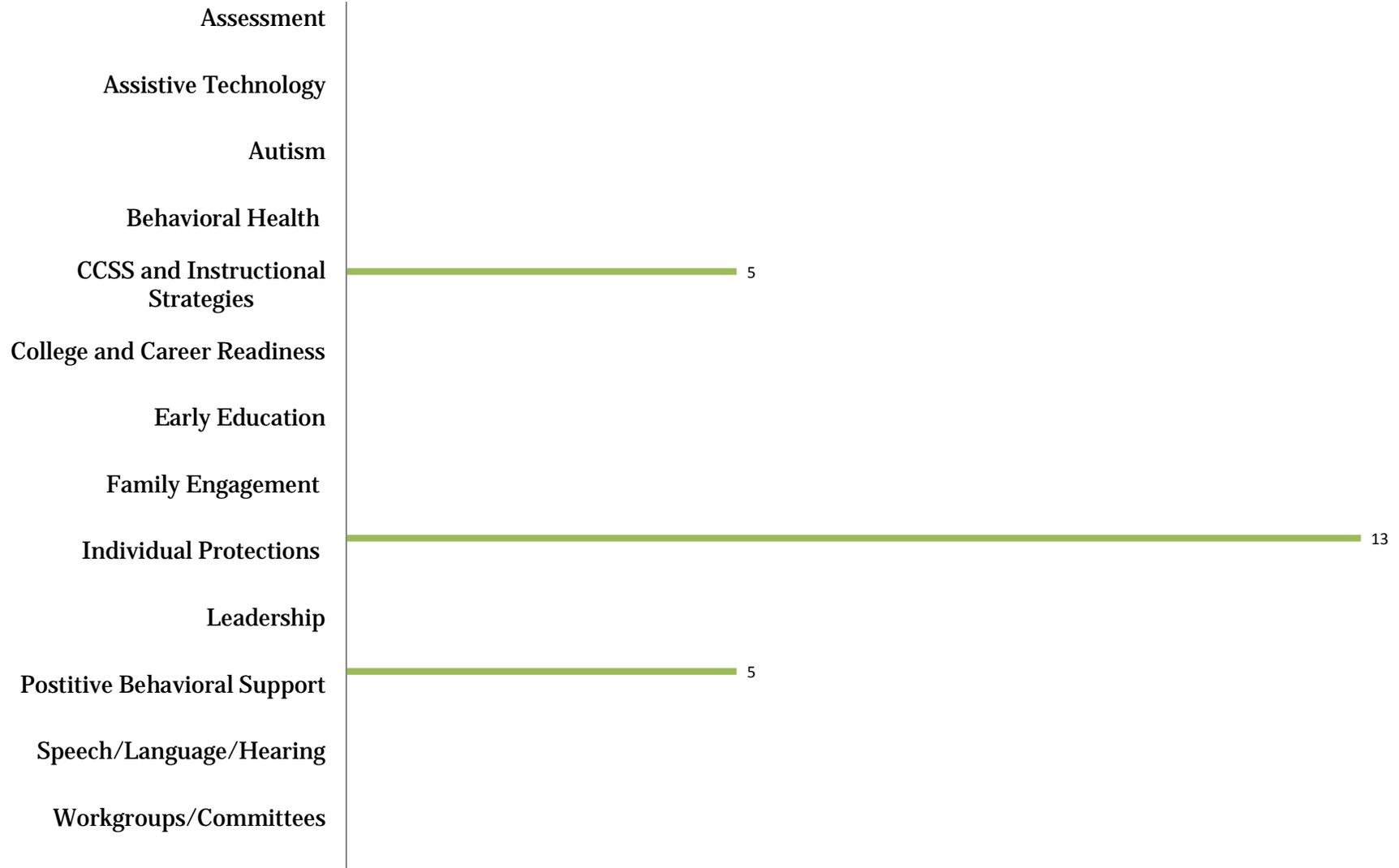
211 YEAR TO DATE PARTICIPANTS

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



HIGH TECH HIGH
SEPTEMBER 2015- 0 PARTICIPANTS
23 YEAR TO DATE PARTICIPANTS

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

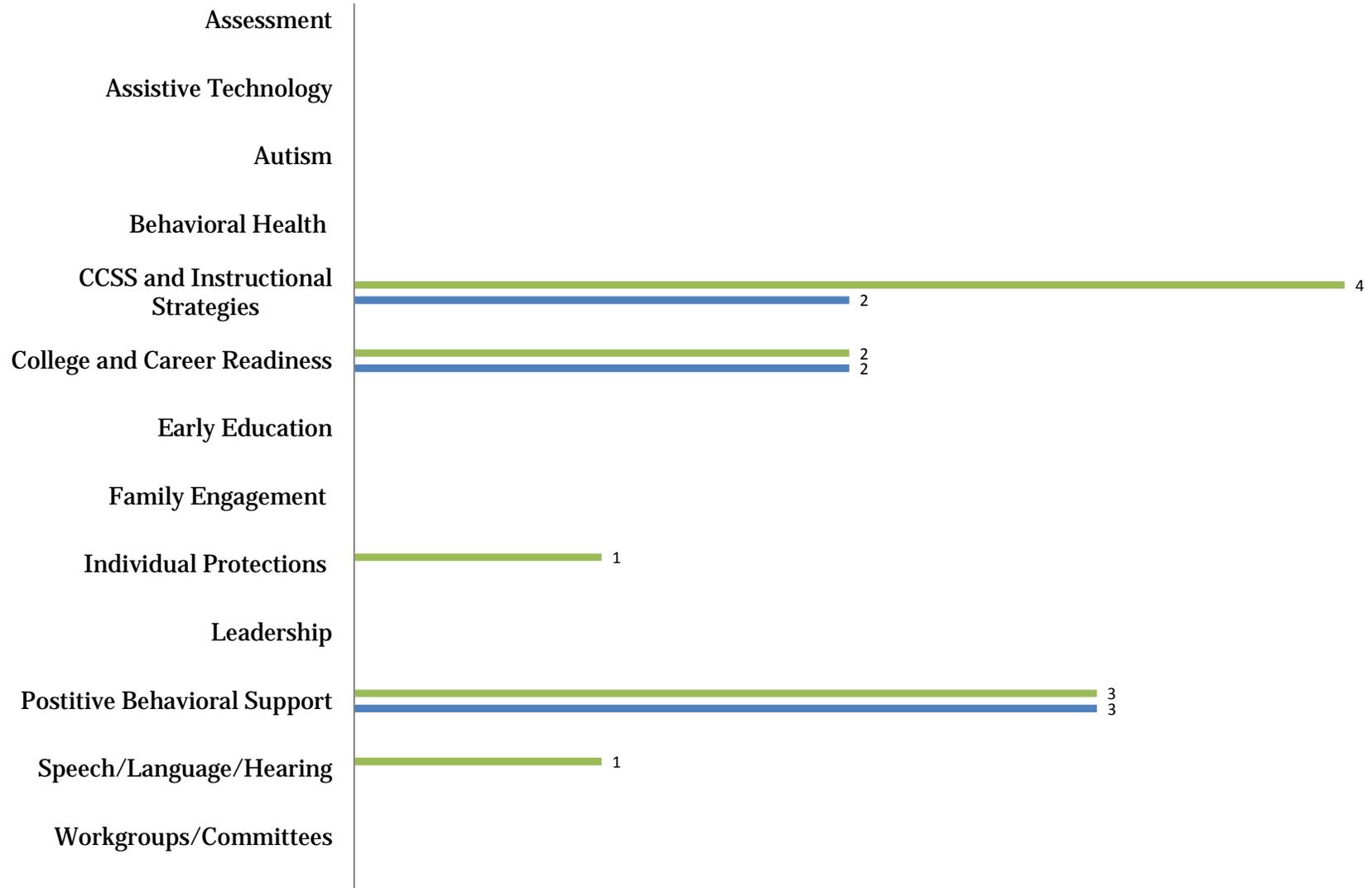


LUCERNE VALLEY UNIFIED SCHOOL DISTRICT

SEPTEMBER 2015- 7 PARTICIPANTS

11 YEAR TO DATE PARTICIPANTS

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

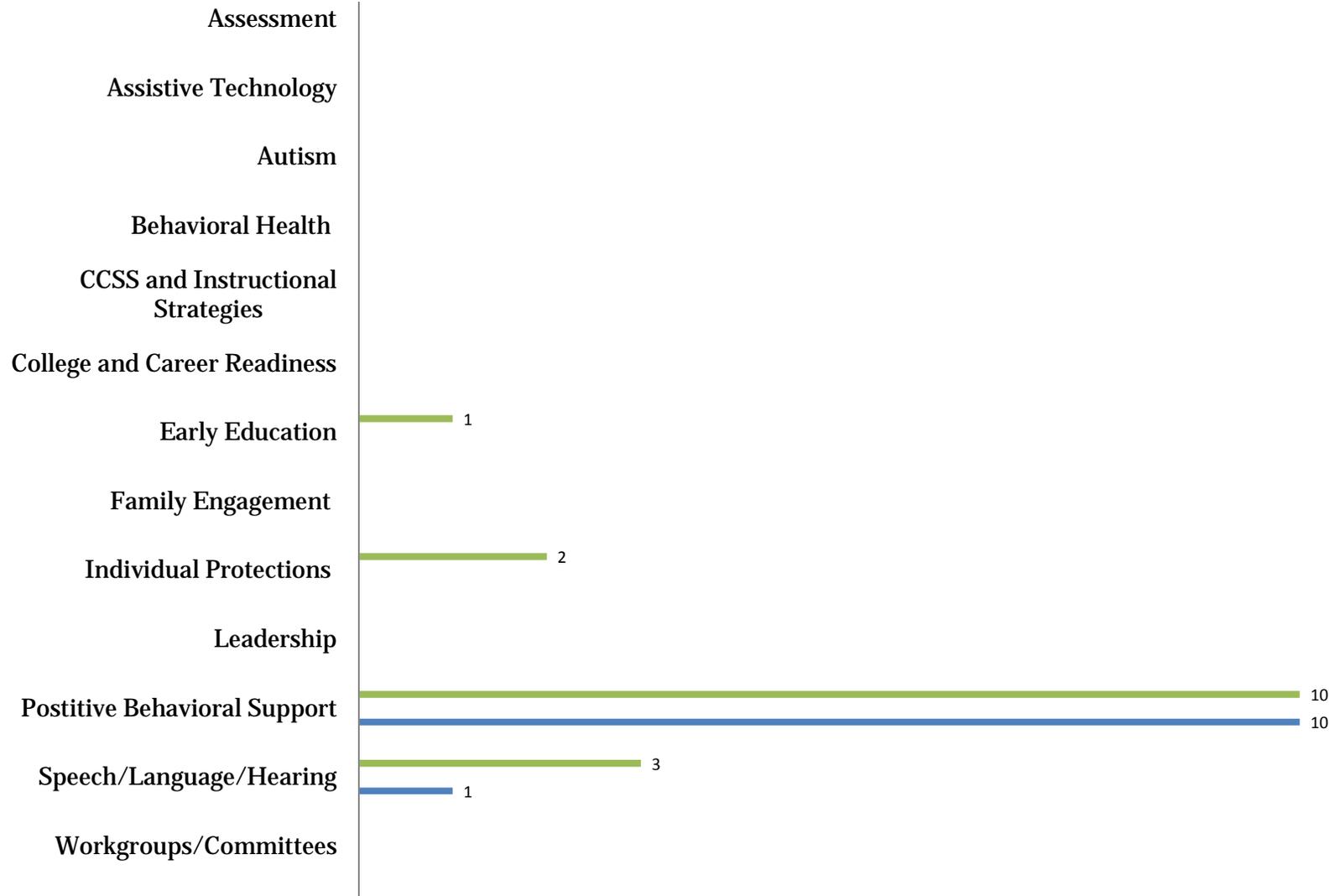


NEEDLES UNIFIED SCHOOL DISTRICT

SEPTEMBER 2015- 11 PARTICIPANTS

16 YEAR TO DATE PARTICIPANTS

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

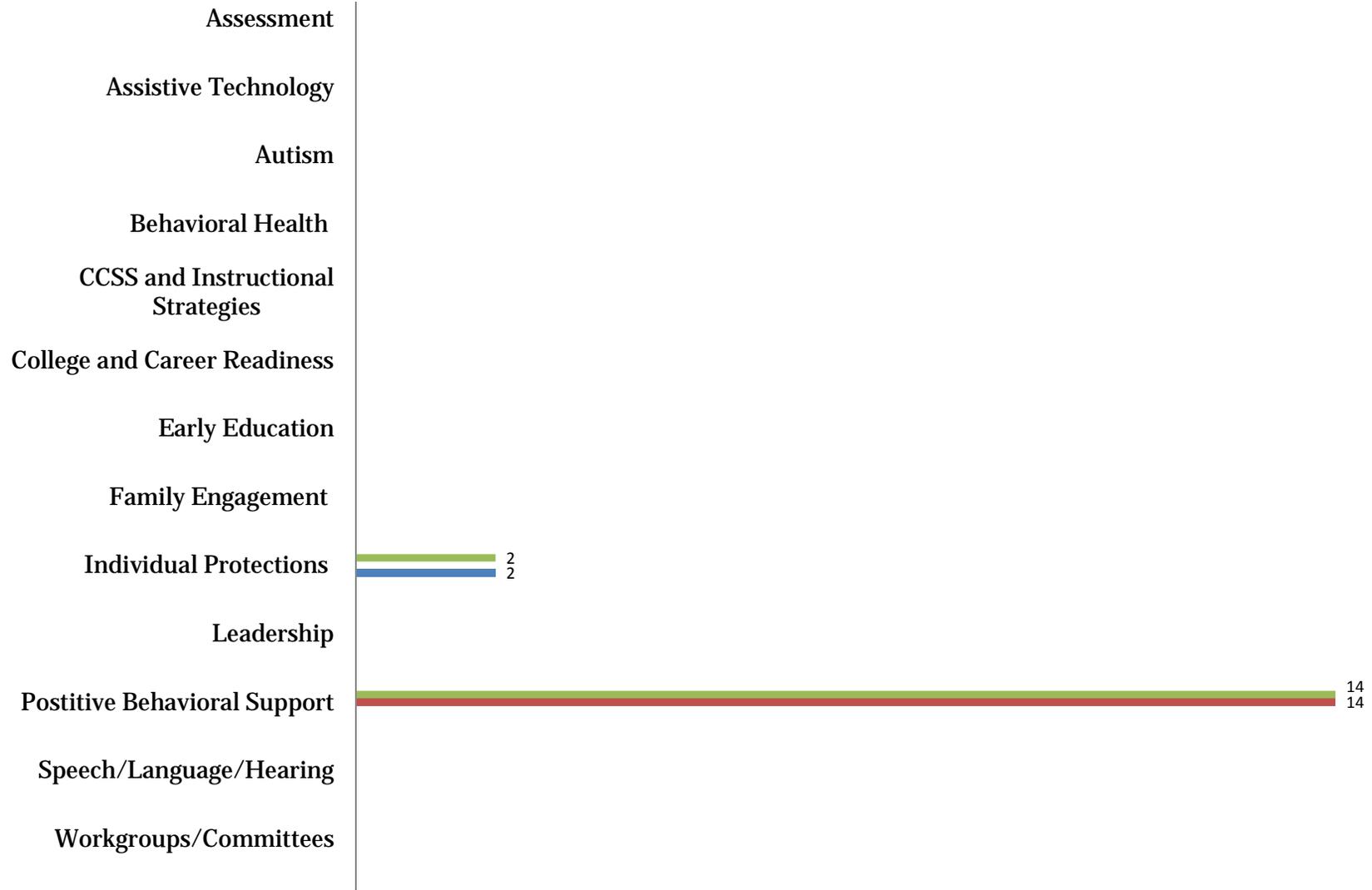


NORTON SPACE & AERONAUTICS ACADEMY

SEPTEMBER 2015- 16 PARTICIPANTS

16 YEAR TO DATE PARTICIPANTS

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

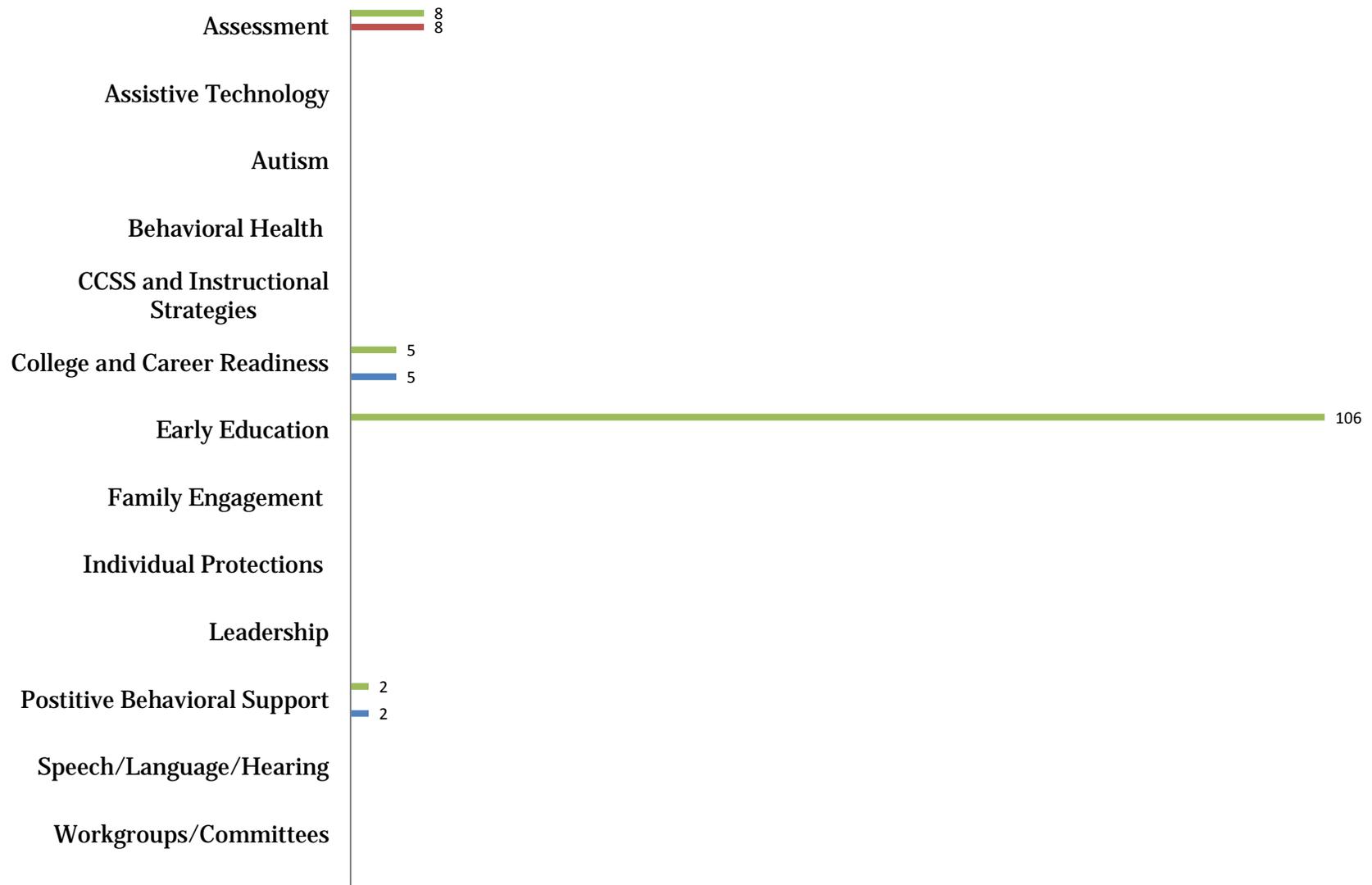


ORGANIZATION

SEPTEMBER 2015- 15 PARTICIPANTS

121 YEAR TO DATE PARTICIPANTS

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

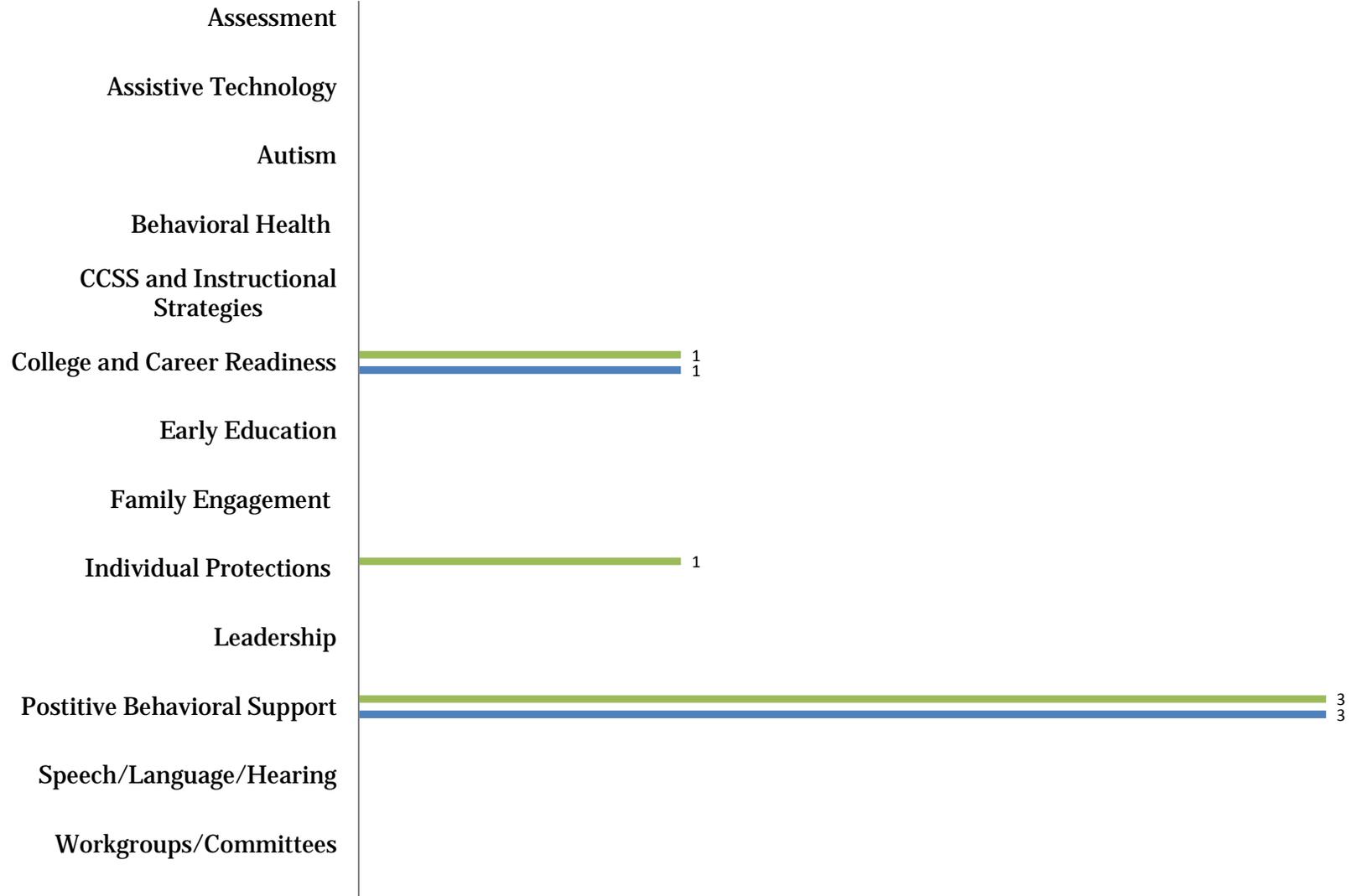


ORO GRANDE SCHOOL DISTRICT

SEPTEMBER 2015- 4 PARTICIPANT

5 YEAR TO DATE PARTICIPANT

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

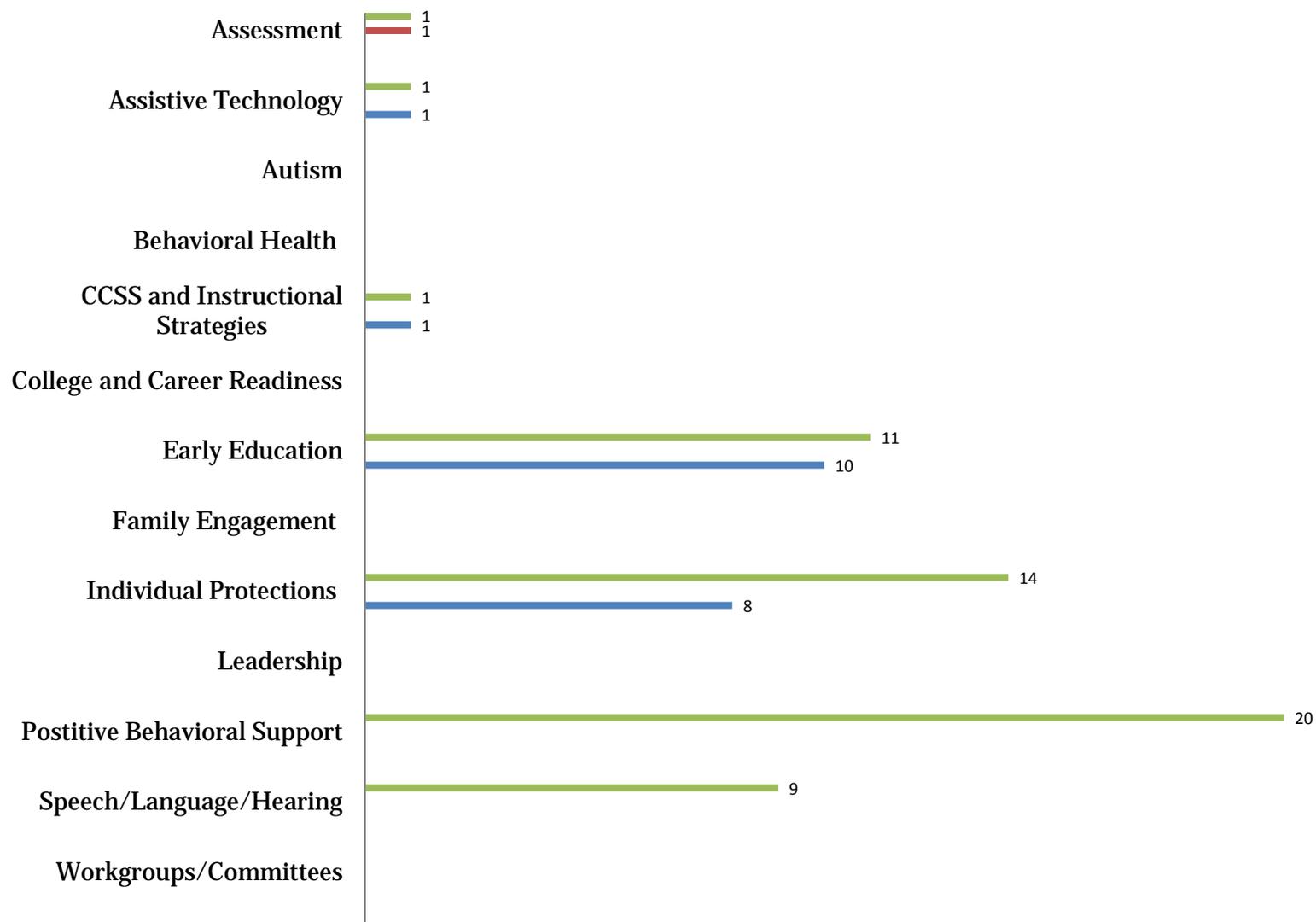


SAN BERNARDINO COUNTY SUPERINTENDENT OF SCHOOLS

SEPTEMBER 2015- 21 PARTICIPANTS

57 YEAR TO DATE PARTICIPANTS

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

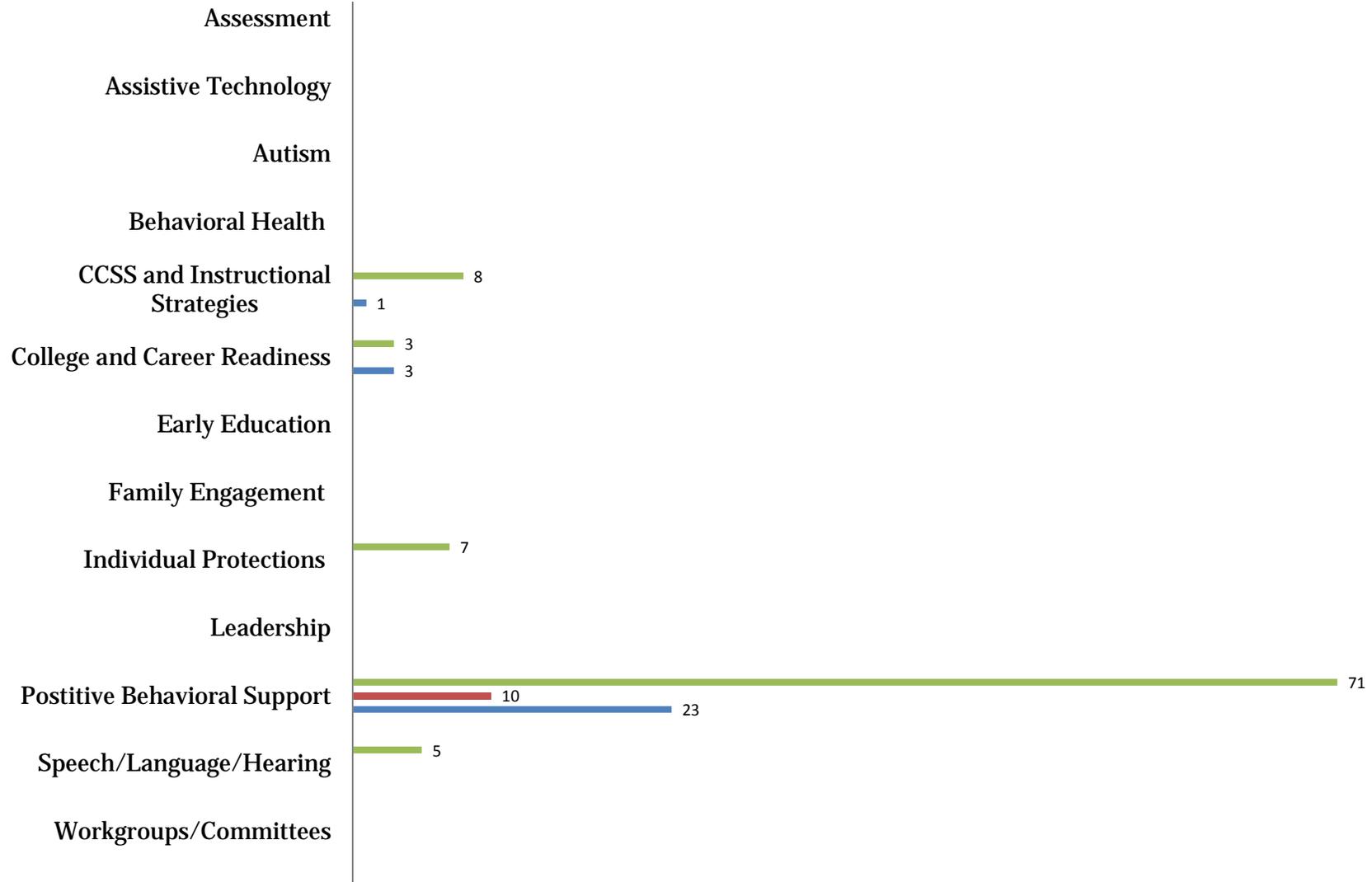


SILVER VALLEY UNIFIED SCHOOL DISTRICT

SEPTEMBER 2015-37 PARTICIPANTS

94 YEAR TO DATE PARTICIPANTS

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

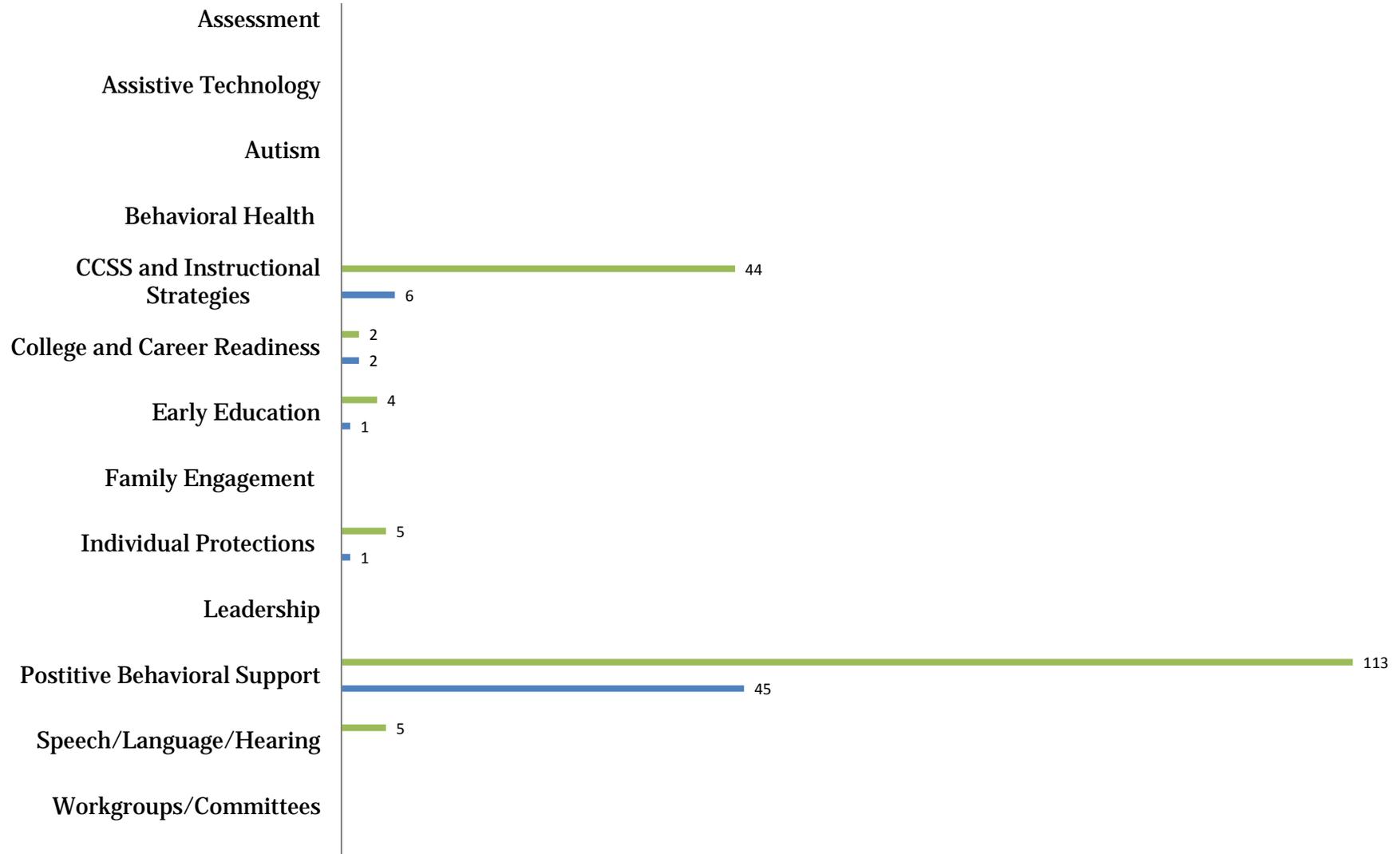


SNOWLINE JOINT UNIFIED SCHOOL DISTRICT

SEPTEMBER 2015- 55 PARTICIPANTS

173 YEAR TO DATE PARTICIPANTS

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

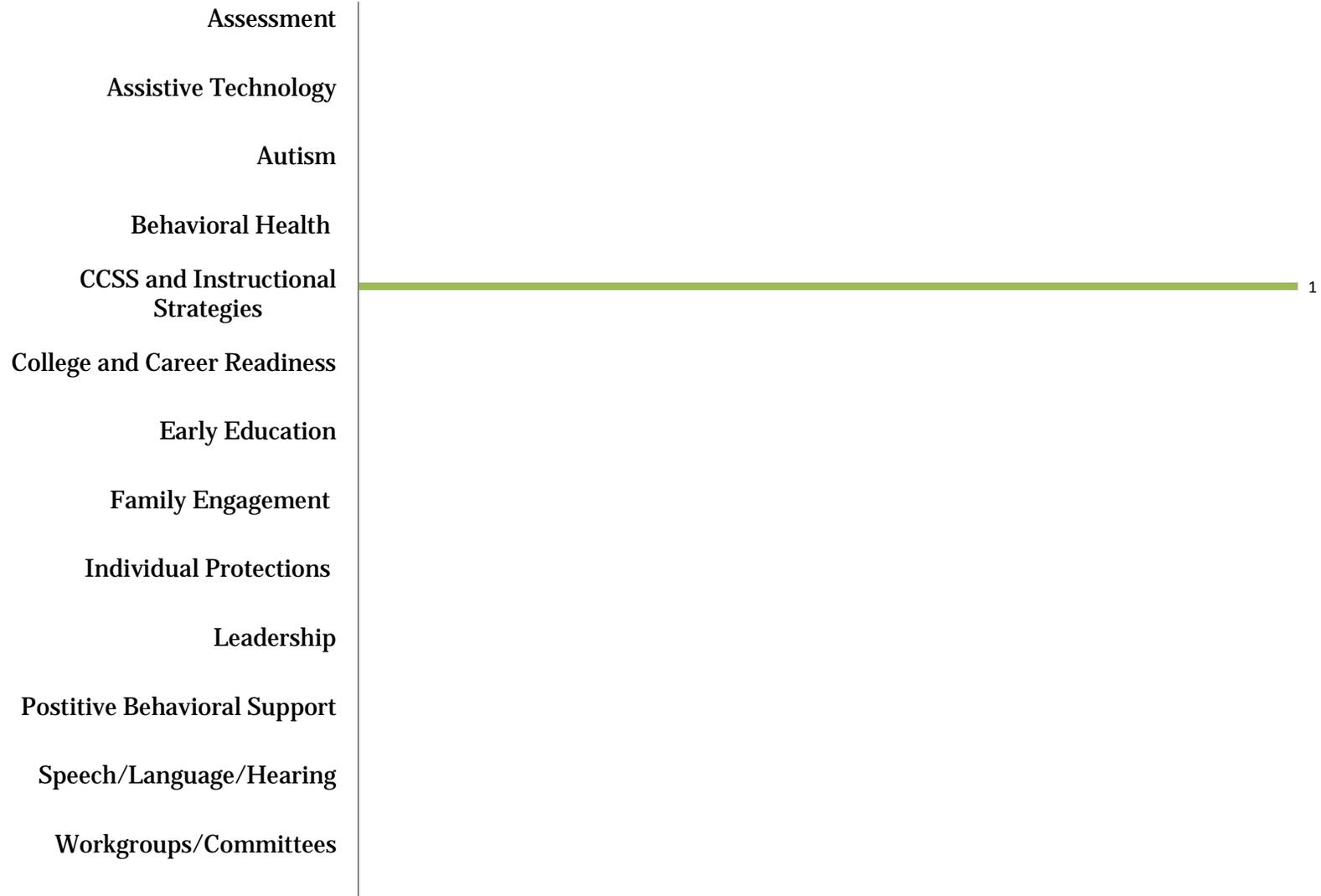


TRONA JOINT UNIFIED SCHOOL DISTRICT

SEPTEMBER 2015- 0 PARTICIPANT

1 YEAR TO DATE PARTICIPANT

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

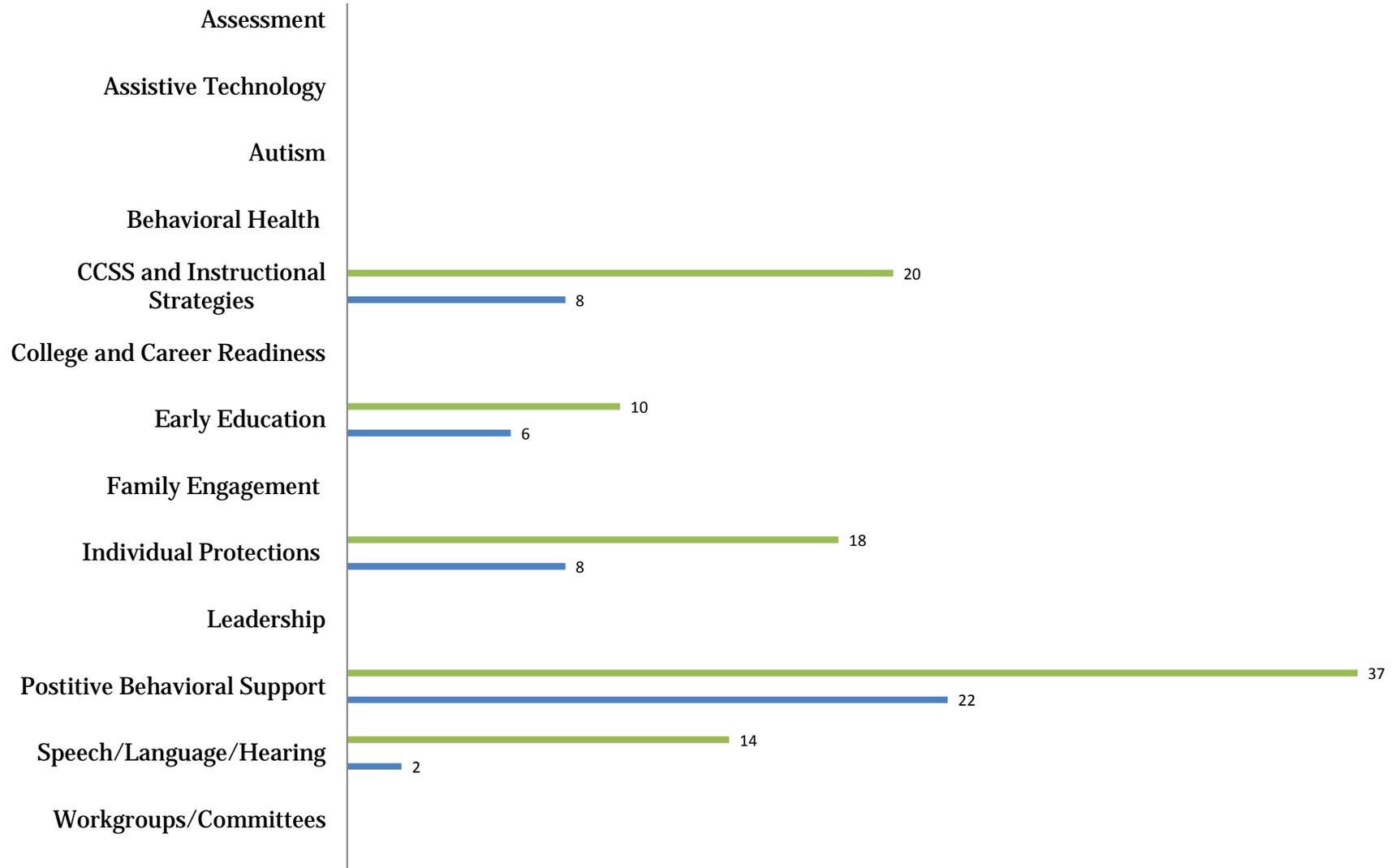


VICTOR ELEMENTARY SCHOOL DISTRICT

SEPTEMBER 2015- 46 PARTICIPANTS

99 YEAR TO DATE PARTICIPANTS

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

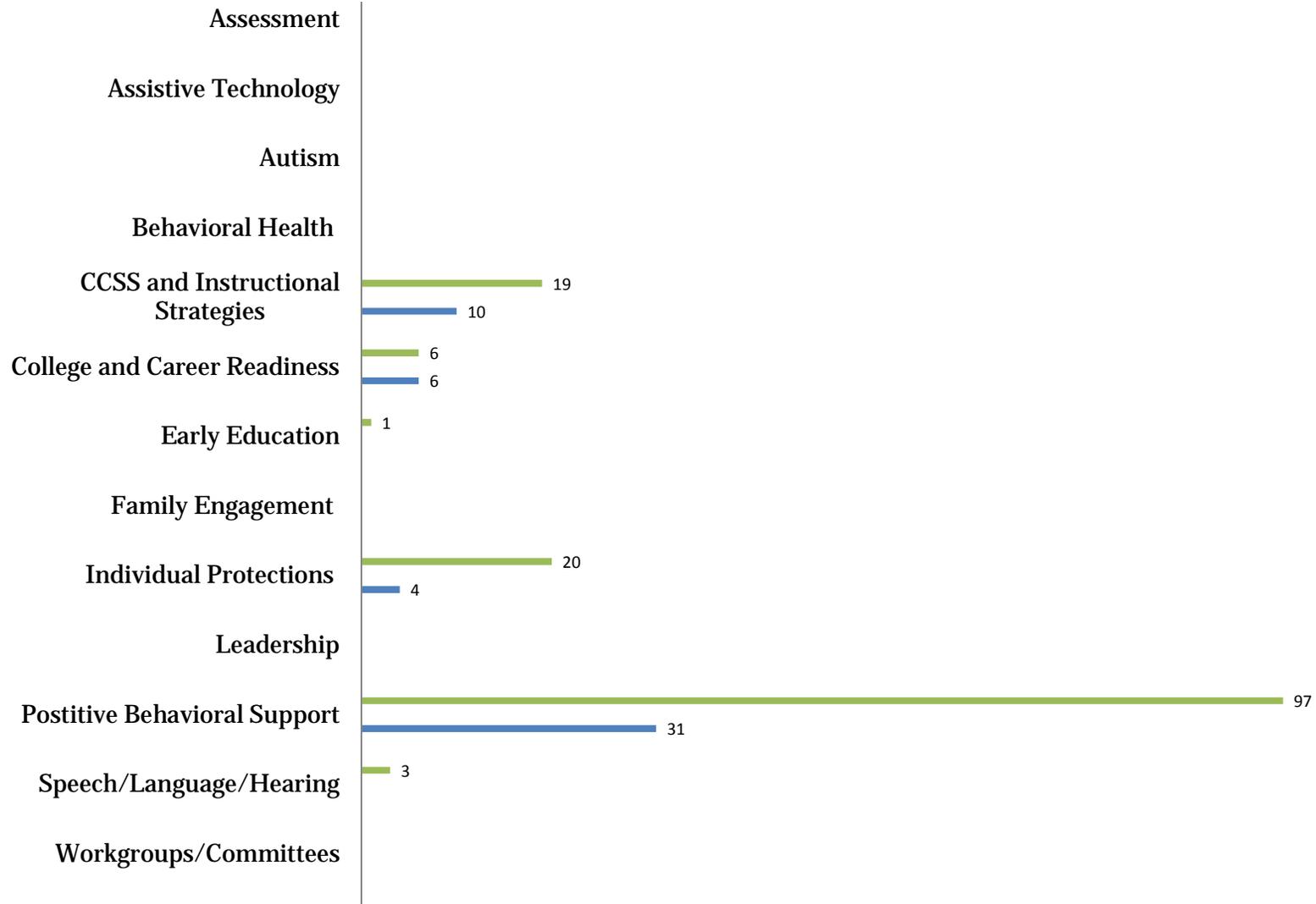


VICTOR VALLEY UNION HIGH SCHOOL DISTRICT

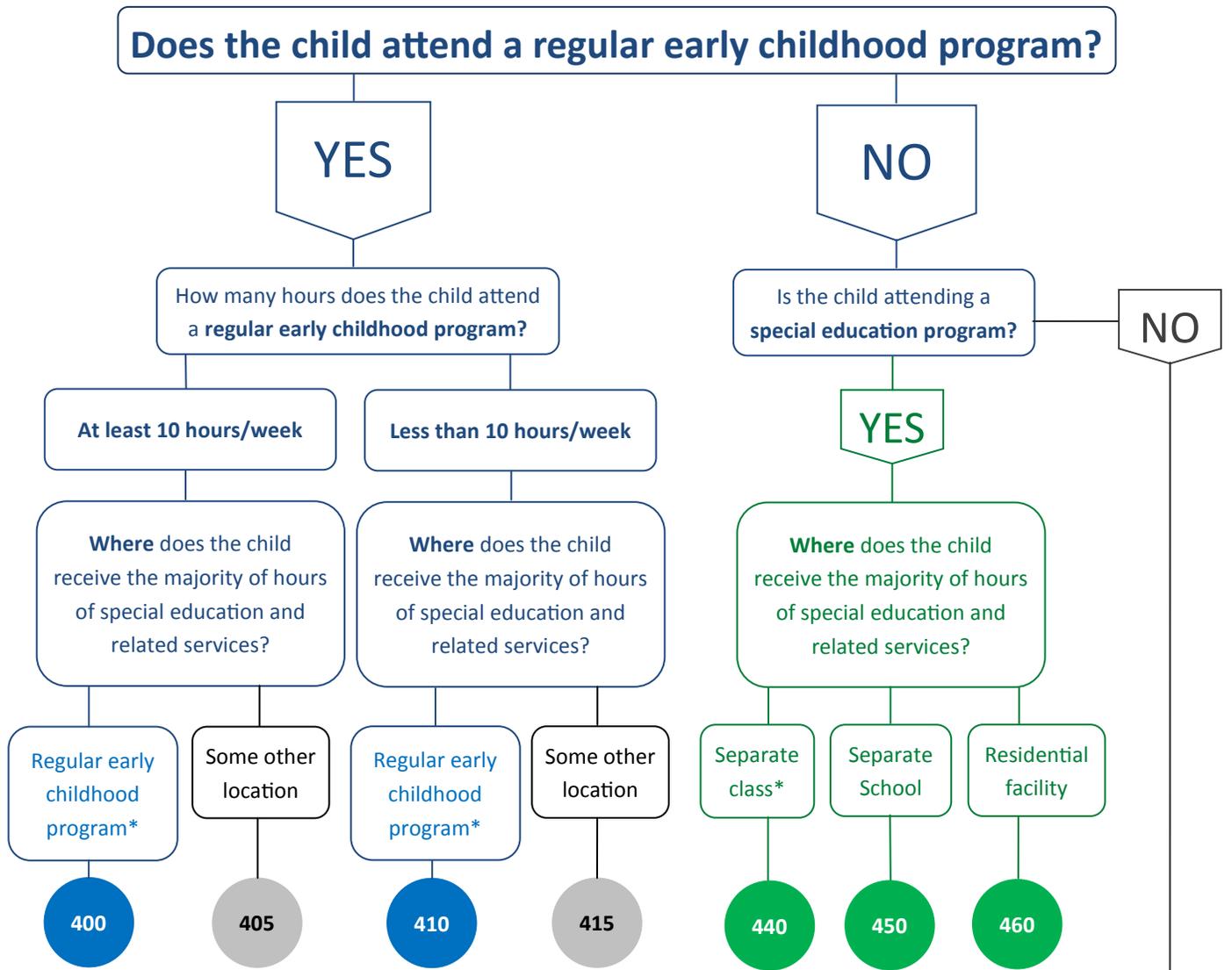
SEPTEMBER 2015- 51 PARTICIPANTS

146 YEAR TO DATE PARTICIPANTS

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



Decision Tree for Reporting Educational Environments for Children Ages 3-5 with IEPs



Please refer to federal instructions and state guidance for specific reporting requirements when using this decision tree. Report each child in only on category.

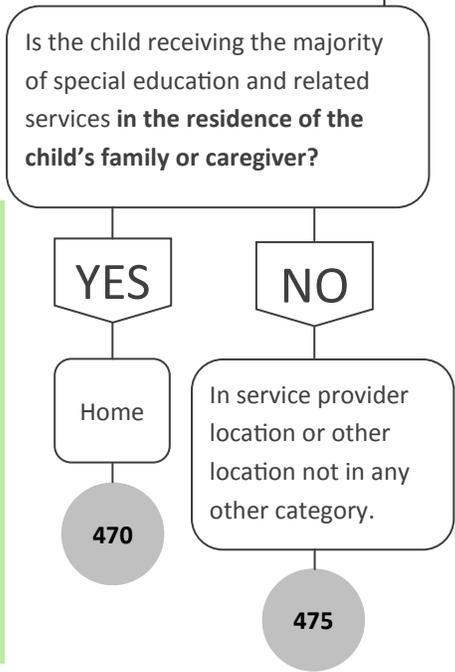
*Definitions

Regular Early Childhood Program is a program that includes a majority (at least 50 percent) of nondisabled children (i.e., children not on IEPs). This category may include, but is not limited to:

- Head Start
- Kindergarten, (public or private)
- Preschool classes (public or private)
- Group child development center or child care

Separate Class is a special education classroom that includes a majority (At least 50%) of children with disabilities (i.e., children on IEPs). This category may include, but is not limited to, programs in:

- Regular school buildings
- Trailers/Portables
- Child care facilities
- Hospital facilities (out-patient)
- Other community-based settings



Indicator 6: Preschool Least Restrictive Environment

Preschool least restrictive environment is calculated on the number of hours, not the percent in class. This is how it is asked in the CASEMIS technical assistance guide:

A-43 FEDSET_PRS Federal Program setting for preschool services, ages three through five only.	
Definition:	It is the program setting in which the student, age group three through five only, is receiving or has received special education and related services according to the student's IEP. This may include children five years of age and in kindergarten programs.
Purpose:	To comply with federal law in operating programs under the Individuals with Disabilities Education Act (IDEA 2004); to comply with the reporting requirements and to obtain funds; and to identify and research the change of placement status of preschoolers over a period of time. <i>20 U.S.C. 1418(a)(1)(A)(ii), 1418(a)(1)(A)(iii), and 1418(a)(3)</i>
Valid Format & Codes:	(3-digit character code) Regular early childhood program or kindergarten, more than ten hours per week, majority of special education services provided in the regular early childhood program or kindergarten Regular early childhood program or kindergarten, more than ten hours per week, majority of special education services provided in some other location than the regular early childhood program or kindergarten Regular early childhood program or kindergarten, less than ten hours per week, majority of special education services provided in the regular early childhood program or kindergarten Regular early childhood program or kindergarten, less than ten hours per week, majority of special education services provided in some other location than the regular early childhood program or kindergarten Separate class Separate school Residential facility Home Service provider location See Appendix A for definitions
Comment:	It may be left blank if the student is older than five years as of the reporting date. For students who are six years of age or older, the Field may contain the latest preschool program setting data when the student was still in the preschool program or just before the student turned six.
Verified:	An entry in this field must be one of the valid codes under this Field for students of age three through five; otherwise it will result in an error.

Code	Preschool Setting Categories
400	<p>Regular Early Childhood Program or Kindergarten: more than ten hours per week, majority of special education services provided in the regular early childhood program or kindergarten.</p> <p>A program setting that includes at least 50 to 69% nondisabled children. Early childhood programs include, but are not limited to:</p> <ul style="list-style-type: none"> Head Start Kindergarten Reverse mainstream classrooms Private preschools Preschool classes offered to an eligible pre-kindergarten population by the public school system Group childcare
405	<p>Regular early childhood program or kindergarten: more than ten hours per week, majority of special education services provided in some other location than the regular early childhood program or kindergarten.</p>
410	<p>Regular Early Childhood Program or Kindergarten: less than ten hours per week, majority of special education services provided in the regular early childhood program or kindergarten.</p> <p>A program setting that includes at least 70% nondisabled children. Early childhood programs include, but are not limited to:</p> <ul style="list-style-type: none"> Head Start Kindergarten Reverse mainstream classrooms Private preschools Preschool classes offered to an eligible pre-kindergarten population by the public school system, and group childcare
415	<p>Regular early childhood program or kindergarten: less than ten hours per week, majority of special education services provided in some other location than the regular early childhood program or kindergarten.</p>
440	<p>Separate Class: In this setting the student attends a special education program in a class with less than 50% nondisabled children.</p>
450	<p>Separate School: This is a placement setting where children receive all special education programs in public or private day schools designed specifically for children with disabilities.</p>
460	<p>Residential Facility: This is where children receive all special education and related services in publicly or privately operated residential schools or residential medical facilities on an inpatient basis.</p>
470	<p>Home: This is the setting when children receive all special education and related services in the principal residence of the child's family or caregivers.</p>

DRDP (2015) Assessment Manual
Appendix A:
Requirements of the DRDP (2015) Assessment

The DRDP (2015) will be administered in both the California Department of Education’s Early Education and Support Division (EESD) programs and in Special Education Division (SED) early intervention and preschool programs. This table provides information about which children are assessed with the DRDP (2015), and when, how, and where to submit the results of the DRDP (2015).

	Early Education and Support Division (EESD) Programs	Special Education Division (SED) Programs
Which children are assessed?	<ul style="list-style-type: none"> • All infants, toddlers and preschool age children receiving care in direct service programs, and other programs choosing to use a developmental assessment • If a child receives services for less than ten hours per week, a DRDP assessment is not required 	<ul style="list-style-type: none"> • All infants and toddlers with Individualized Family Service Plans (IFSPs) who are reported in the CASEMIS system • All preschool-age children (3 - 5 year olds not enrolled in transitional kindergarten or kindergarten) who have Individualized Education Programs (IEPs). • To be included in the fall assessment, children must begin services before October 1. • To be included in the spring assessment, children must begin services before March 1.
When are children assessed?	Child assessments are completed within the first 60 days of enrollment and then at six month intervals thereafter	Children are assessed twice a year, fall and spring. Plan to submit data: <ul style="list-style-type: none"> • By December 1 for the fall and June 1 for the spring assessment. • Check with local administrators as to how, when, and to whom DRDP data will be submitted.
How are children assessed	All children are assessed with the DRDP (2015). <ul style="list-style-type: none"> • Children birth to three years of age are assessed with the Infant/toddler View • Children three to five years of age are assessed with the Preschool View 	
Where to submit DRDP data	Assessment data is inputted to DRDPtech for secure data storage and to obtain psychometrically valid reports	Submit data files in the Fall and Spring to CDE/SED in one of two ways: <ul style="list-style-type: none"> • Into the SELPA’s MIS that will upload to CASEMIS • Into the DR Access Reports secure data system to prepare data for SELPA upload to CASEMIS

For more information:

- For CDE funded Early Education programs: <http://www.cde.ca.gov/sp/cd/>
- For CDE funded Special Education programs: <http://www.cde.ca.gov/sp/se/sr/drdpassmntsystem.asp>
- For EESD Training and Technical Assistance: Desired Results for Children and Families Project at www.desiredresults.us
- For SED Training and Technical Assistance: Desired Results Access Project at www.draccess.org



The DRDP-Kindergarten Instrument for Children with IEPs

The DRDP-K is currently under development for California's children. It is an extension of the work on the DRDP (2015), which includes both Infant/Toddler and Preschool views developed by members of the DRDP Collaborative.

Over the next two years, research and related activities will be conducted to assure that the DRDP-K meets the requirements of an inclusive, accessible, valid, and reliable assessment for all kindergarten students. A focus of these efforts is examining the extent to which the instrument is useful, feasible, and accessible to kindergarten teachers and their special education teams. It is anticipated that the DRDP-K will be implemented for children with IEPs in the 2017-18 school year.

Foundational Principles

The DRDP Collaborative has developed a number of foundational principles to guide the research and development of every DRDP to assure that each instrument is appropriate for all children. The CDE, SED and the Desired Results Access Project will work with the DRDP Collaborative to assure that these principles are met. These principles include:

- Adherence to the principles of universal design to assure children with disabilities are represented on, and have access to the developmental sequences of the instrument.
- A clearly stated purpose and meaningful functions of the instrument to meet the assessment, curriculum, and programming needs of both general education and special education teachers
- Assurance of adequate representation on the assessment scale by examining the percentage of children with IEPs who can be placed on the rating scale and an examination of how well the instrument performs for children with severe disabilities. This includes assuring children are not overly rated with "not yet", "unable to rate", or have missing scores.
- A rating process that accurately estimates the ability levels of all children, regardless of their disability, to allow the CDE, SED to report status and progress for children with IEPs. This process should assure that the instrument does not perform differently for any particular group of children. Children with similar ability levels should attain similar ratings on the measures.

Rigorous and Relevant Research

To assure that high quality, developmentally appropriate assessment instruments are available for use with all children in California, the CDE, SED and the Desired Results Access Project recommend:

- A rigorous development process of the instrument in California (consistent with all DRDP instrument views), including small qualitative and small quantitative studies that include both children with typical development and children with disabilities
- Comprehensive quantitative research studies that include both sensitivity and calibration. These research studies should include all relevant populations of children in California
- Assure the instrument functions for children with various types and severity of disabilities

Utility and Feasibility

To assure that high quality information is obtained through the use of developmentally appropriate assessment instruments, the DRDP Collaborative recommends the following for instrument use:

- Assessment of children with disabilities by their teachers and service providers who know them best, including general education classroom teachers and special education teachers
- Alignment of the instrument with common core state standards and state adopted curricula for preschool and kindergarten

DRDP-Kindergarten

Exploratory Studies and Focused Conversations for Special Education

<p>The Desired Results Access Project is recruiting transitional kindergarten and kindergarten (TK/K) administrators, special education teachers, and service providers to participate in one or more focused conversations and qualitative studies about the Desired Results Developmental Profile – Kindergarten (DRDP-K).</p> <p>Participation from a variety of TK/kindergarten programs and providers from across the state is important for the accuracy of these studies and we invite in your participation.</p>	
<p>What is the DRDP-K?</p>	<p>The DRDP-K, like other versions of the DRDP, is an observation based assessment tool that describes children’s development. The DRDP-K supports teachers in observing, documenting, and reflecting on children’s learning, development and progress while enrolled in TK or kindergarten.</p> <p>The DRDP-K (2015) is based on the previous versions of the DRDP and has been designed to align to the California Preschool Learning Foundations, and the California Kindergarten Content Standards, including the Common Core State Standards.</p>
<p>What is the purpose of the exploratory studies?</p>	<p>Purposes of these exploratory studies are to:</p> <ul style="list-style-type: none"> • Gain a broad understanding of the potential uses and utility of the DRDP-K across TK and kindergarten settings for children receiving special education services in California. • Investigate the extent to which the DRDP-K may be implemented and provide a meaningful and acceptable instrument for children receiving special education services enrolled in TK and transitional kindergarten.
<p>Who is the DR Access Project recruiting for these studies?</p>	<p>We are interested in inviting participants from programs from across the state to participate. We are recruiting:</p> <ul style="list-style-type: none"> • Special education administrators, teachers, and service providers serving children with IEPs across all TK and kindergarten programs and special education service settings.
<p>What are Participants required to do and how long is the study?</p>	<p>Participation, in most instances, will involve taking part in a web-based group interview or conversation with other special education providers. Other studies will involve responding to survey items or reviewing and providing feedback on particular elements of the DRDP-K. A limited number of participants may be asked to engage in one or more in- depth conversations related to the DRDP-K and assessment process either individually or as a part of a group.</p> <p>Studies will take place over the Fall 2015 and Spring on 2016 and participation is voluntary.</p>
<p>If your SELPA or Program may be interested</p>	<p>If your SELPA or District is interested in participating or would like more information contact:</p> <p>Cecilia.Harris@draccess.org or call (800) 673-9220 ext. 5</p> <p>Note: You are not required to identify specific participants at this time.</p>



REGION 10 COORDINATING COUNCIL Autism Committee presents...

SUPPORTING STUDENTS WITH EXECUTIVE FUNCTION DEFICITS IN THE COMMON CORE CLASSROOM

Sheri A. Wilkins, Ph.D. & Carol Burmeister, M.A.
Innovative Educational Solutions LLC

Do you work with students who are disorganized, inflexible, impulsive, and who struggle with planning and problem solving? Are you concerned that they might struggle meeting the demands that will be placed on them as we move to Common Core State Standards (CCSS)? If so, then this professional learning experience is designed for you! In this dynamic, hands-on, content-rich learning opportunity, you will be introduced to powerful evidence-based strategies that will enable students with executive function deficits to thrive in a Common Core classroom. The presenters, Dr. Sheri Wilkins and Carol Burmeister, are the authors of *FLIPP the Switch: Strengthen Executive Function Skills*, Autism Asperger Publishing Company (AAPC). **Participants will leave with a copy of the presenters' book** as well as strategies that can be used immediately to support students in general education and special education settings.

OUTCOMES: Participants will:

- Gain knowledge of executive function (EF) skills and how EF deficits can impact learning and behavior in school
- Learn about how EF deficits are manifested and what disorders exhibit these deficits
- Discover powerful, evidence-based strategies that can be used to support the learning and behavior of students with executive function deficits
- Explore the Common Core State Standards and build a repertoire of resources to support all learners in accessing the CCSS

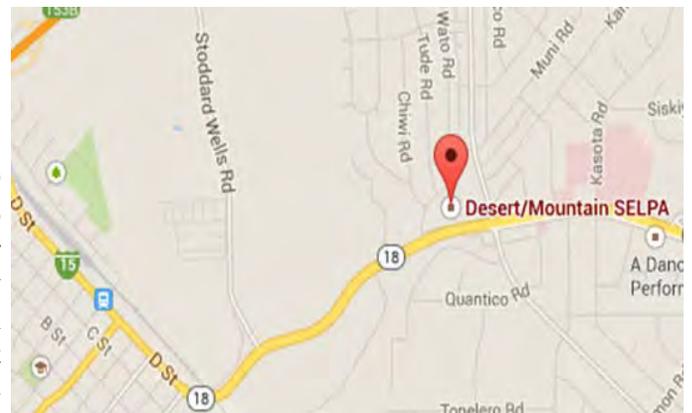
LEVEL: Intermediate

WHO: General and special education teachers, related service providers, para-professionals, mental health professionals, school psychologists, administrators, and parents.

COST: \$125 per person (includes a copy of *FLIPP the Switch: Strengthen Executive Function Skills* book and refreshments)
\$110 per person when registering three or more participants. **CEUs** are being offered (see page two of flyer). Go to <http://oms.sbcss.k12.ca.us/> and follow the online registration instructions.

WHEN: Thursday, November 12, 2015
Registration: 8:00 – 8:30 a.m.
Presentation: 8:30 a.m. - 3:30 p.m.

WHERE: Desert Mountain Educational Service Center
17800 Highway 18, Apple Valley, CA 92307
Directions: From the 15 Freeway: Exit D Street. Turn east onto D Street, which is also Highway 18. Follow Highway 18 for approximately two miles to Apple Valley Road. Turn left on Apple Valley Road; then turn left into the second driveway. The Desert Mountain Educational Service Center will be straight ahead on the right hand side.



Pre-registration is required. Go to <http://oms.sbcss.k12.ca.us/> and follow the online registration instructions. *Please submit requests for disability accommodations at least fifteen working days prior to the training by noting your request when registering at <http://oms.sbcss.k12.ca.us/>.*

REGISTRATION DEADLINE: Thursday, **October 29, 2015** (seating is limited). Please send checks **payable to SBCSS** to the Desert/Mountain SELPA, c/o Cindy Quan, 17800 Highway 18, Apple Valley, CA 92307. Purchase orders may be faxed to (760) 242-5363, attention: Cindy Quan. Cancellations will be accepted through October 29, 2015 with a full refund, but **WILL NOT** be issued after the deadline. In the event that the presentation is canceled, registrants will receive a full refund. For registration assistance, please call Cindy Quan at (760) 955-3557.

This project is partially funded by the Federal State Improvement Grant (SIG) of California (CFDA 84.323A) as allowed in Part D of Public Law 105-17, IDEA 1997. Participating Agencies: Corona/Norco Unified • Desert/Mountain SELPA • East Valley SELPA • Fontana Unified • Inyo County SELPA • Mono County SELPA • Morongo Unified • Moreno Valley Unified • Riverside County SELPA • Riverside Unified • San Bernardino City Unified • West End SELPA • California School for the Deaf, Riverside • California State Polytechnic University, Pomona • California State University, San Bernardino • University of California, Riverside

(Optional registration form in lieu of on-line registration complete; and mail with the \$125/\$100 made payable to SBCSS)

Supporting Students with Executive Function Deficits in the Common Core Classroom
November 12, 2015 from 8:30 a.m. to 3:30 p.m. ♦ *Registration deadline: October 29, 2015*
Send to: Desert/Mountain SELPA, c/o Cindy Quan, 17800 Highway 18, Apple Valley, CA 92307

Name: _____ Title: _____ District: _____
School: _____ Daytime Phone #: _____ Email: _____

Please complete this CEU registration form and mail it with the \$5 processing payment by October 29, 2015 to Desert/Mountain SELPA, c/o Cindy Quan, 17800 Highway 18, Apple Valley, CA 92307
The CEU fee will go up to \$25.00 if paid at the door.

CEU CREDIT FOR: November 12, 2015
Supporting Students with Executive Function Deficits in the Common Core Classroom

This course meets the qualifications for six hours of continuing professional development credit for Speech-Language Pathologists as required by the Speech-Language Pathology, Audiology, and Hearing Aid Dispensers Board (SLPAHADB). The provider is Desert/Mountain SELPA PDP 56. Due to SLPAHADB requirements, participants must attend the entire six-hour conference in order to receive continuing education credit.

Please mail payment, payable to **SBCSS**, with this CEU credit form by **October 29, 2015** to the Desert/Mountain SELPA, attn: Cindy Quan, 17800 Hwy 18, Apple Valley, CA 92307.

PRINT name **exactly** as it is to appear on the certificate: _____ SLP license #: _____

Phone Number: _____ E-mail address: _____



PICTURE EXCHANGE COMMUNICATION SYSTEM (PECS) LEVEL 1

Jesseca Collins, M.Ed., BCBA

This intensive two-day training is designed to teach participants the theory behind the Picture Exchange Communication System (PECS) and the protocols for how to appropriately implement the six phases of PECS!

The Picture Exchange Communication System is used to rapidly teach communication skills to those with limited functional speech. PECS promotes communication within a social context, without lengthy prerequisite training. Training in PECS begins by teaching a spontaneous request and goes on to teach additional communicative functions such as responding to questions and commenting. An added attraction for preschool children with autism and related disabilities is the high proportion of children who acquire independent speech. Participants will learn how to implement the six phases of PECS, plus attributes, through presenter demonstrations, video examples, and role-play opportunities. Participants will leave the workshop with an understanding of how to implement PECS with individuals with autism, related developmental disabilities, and/or limited communication skills.

OUTCOMES: Participants will learn:

- The key pyramid components to designing effective educational environments
- Strategies to create an abundance of opportunities for communication
- The relationship between PECS and traditional communication training approaches
- How to implement all six phases of PECS with target individuals using a behavior analytic orientation
- The criteria for transitioning from PECS to other communication modalities

LEVEL: Intermediate

WHO: Speech-language pathologists, teachers, para-professionals, home therapists, occupational therapists, behavior analysts, program administrators and supervisors, social workers, parents and family members, and individuals who would like to learn to implement PECS with individuals without a functional communication system.

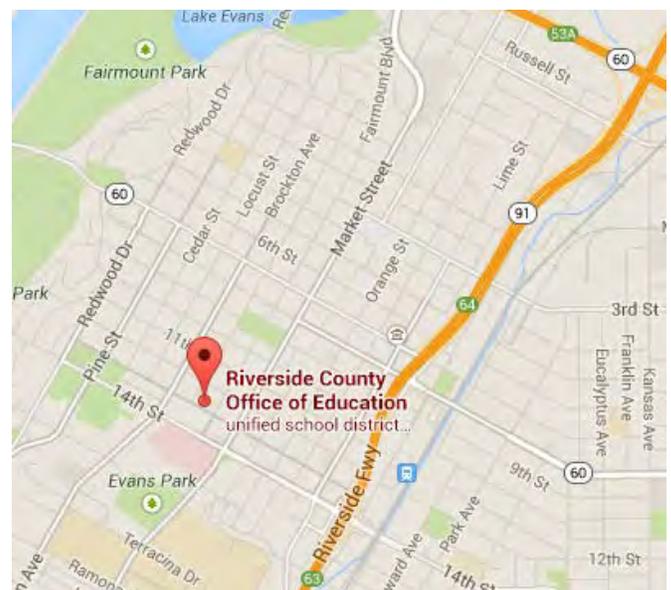
COST: \$325 per person (includes materials and refreshments) **CEUs** are being offered (see page two of flyer). Go to <http://oms.sbcss.k12.ca.us/> and follow the online registration instructions.

WHEN: January 27 & 28, 2016
Registration: 7:30 – 8:00 a.m.
Presentation: 8:00 a.m. – 4:00 p.m.

WHERE: Riverside County Office of Education (RCOE),
3939 13th Street, Riverside, CA 92502-0868

Directions: From the 91 E Freeway: Take the 14th St. exit, turn left onto 14th St., turn right onto Almond St., take the 1st left onto 13th St. Destination will be on the right.

From the 91 W Freeway: Take the exit toward 14th St/Riverside Community College/Riverside City Campus. Merge onto Mulberry St, turn right onto 14th St., turn right onto Almond St., and take the 1st left onto 13th St. Destination will be on the right.



Pre-registration is required. Go to <http://oms.sbcss.k12.ca.us/> and follow the online registration instructions. *Please submit requests for disability accommodations at least fifteen working days prior to the training by noting your request when registering at <http://oms.sbcss.k12.ca.us/>.*

REGISTRATION DEADLINE: Wednesday, **January 13, 2016** (seating is limited). Please send checks **payable to SBCSS** to the Desert/Mountain SELPA, c/o Cindy Quan, 17800 Highway 18, Apple Valley, CA 92307. Purchase orders may be faxed to (760) 242-5363, attention: Cindy Quan. Cancellations will be accepted through January 13, 2016 with a full refund, but **WILL NOT** be issued after the deadline. In the event that the presentation is canceled, registrants will receive a full refund. For registration assistance, please call Cindy Quan at (760) 955-3557.

This project is partially funded by the Federal State Improvement Grant (SIG) of California (CFDA 84.323A) as allowed in Part D of Public Law 105-17, IDEA 1997. Participating Agencies: Corona/Norco Unified • Desert/Mountain SELPA • East Valley SELPA • Fontana Unified • Inyo County SELPA • Mono County SELPA • Morongo Unified • Moreno Valley Unified • Riverside County SELPA • Riverside Unified • San Bernardino City Unified • West End SELPA • California School for the Deaf, Riverside • California State Polytechnic University, Pomona • California State University, San Bernardino • University of California, Riverside

(Optional registration form in lieu of on-line registration; complete and mail with the \$325 made payable to SBCSS)

Region 10 Picture Exchange Communication System (PECS) – Level 1

January 27 & 28, 2016 from 8:30 a.m. to 4:00 p.m. ♦ Registration deadline: January 13, 2016

Send to: Desert/Mountain SELPA, c/o Cindy Quan, 17800 Highway 18, Apple Valley, CA 92307

Name: _____ Title: _____ District: _____

School: _____ Daytime Phone #: _____ Email: _____

*Please complete this CEU registration form and mail it with the \$5 processing payment by January 13, 2016 to Desert/Mountain SELPA, c/o Cindy Quan, 17800 Highway 18, Apple Valley, CA 92307
The CEU fee will go up to \$25.00 if paid at the door.*

CEU CREDIT FOR: January 27 & 28, 2016

Picture Exchange Communication System (PECS) – Level 1

This course meets the qualifications for twelve hours of continuing professional development credit for Speech-Language Pathologists as required by the Speech-Language Pathology, Audiology, and Hearing Aid Dispensers Board (SLPAHADB). The provider is Desert/Mountain SELPA PDP 56. Due to SLPAHADB requirements, participants must attend the entire twelve-hour conference in order to receive continuing education credit.

Please mail payment, payable to **SBCSS**, with this CEU credit form by **January 13, 2016** to the Desert/Mountain SELPA, attn: Cindy Quan, 17800 Hwy 18, Apple Valley, CA 92307.

PRINT name **exactly** as it is to appear on the certificate: _____ SLP license #: _____

Phone Number: _____ E-mail address: _____

Soaring to New Heights

I-MTSS SYMPOSIUM

INTERCONNECTED MULTI-TIERED SYSTEMS OF SUPPORT

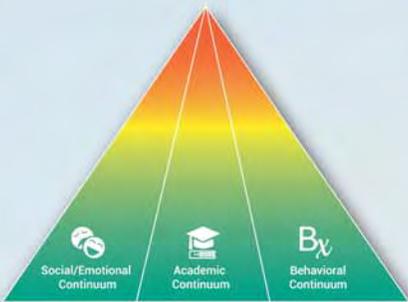
FEBRUARY 25, 2016 ✕ ETIWANDA GARDENS ✕ RANCHO CUCAMONGA, CA

Featured Presenter:

DR. RUBY PAYNE
THE CULTURE OF POVERTY

Additional Topics Include:

- ✕ THE MULTIPLIER EFFECT
- ✕ RESTORATIVE PRACTICES
- ✕ AUTISM: A BULLY'S EASIEST TARGET
- ✕ TRAUMA INFORMED INSTRUCTION
- ✕ CYBER-BULLYING/SEXTING



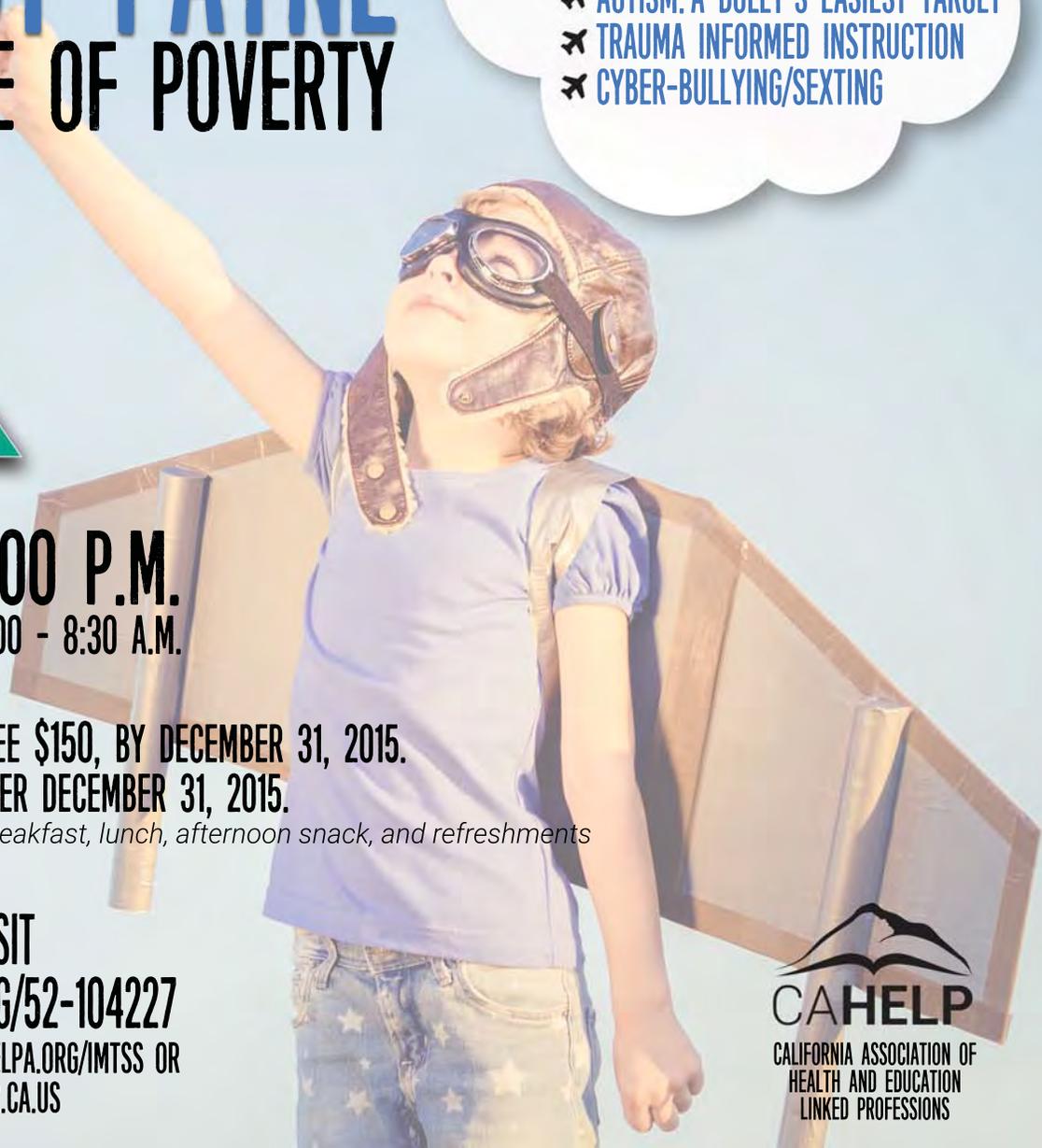
8:30 A.M. - 4:00 P.M.
BREAKFAST/REGISTRATION 8:00 - 8:30 A.M.

DISCOUNTED REGISTRATION FEE \$150, BY DECEMBER 31, 2015.
REGISTRATION FEE \$175, AFTER DECEMBER 31, 2015.

Registration includes a light breakfast, lunch, afternoon snack, and refreshments

TO REGISTER, PLEASE VISIT
[HTTP://SBCSS.K12OMS.ORG/52-104227](http://SBCSS.K12OMS.ORG/52-104227)
FOR MORE INFORMATION VISIT DMSelpa.org/IMTSS OR
CONTACT CARYN_VALDEZ@SBCSS.K12.CA.US

CAHELP
CALIFORNIA ASSOCIATION OF
HEALTH AND EDUCATION
LINKED PROFESSIONS





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

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



HOLA! LANGUAGE SERVICES- INTERPRETING IN SPECIAL EDUCATION SETTINGS

Description: Hola! Language Services will provide a two-day (12-hours) Interpreting in IEP Meetings workshop that includes the following topics: translation vs. interpreting, what interpretation is not, overview of state and federal mandates, professional standards of conduct for school interpreters, National Association of School Psychologists (NASP) recommended practices for working with interpreters, interpreting special education acronyms correctly, avoiding special education false cognates and Spanish, bilingual "IEP forms" vocabulary, new Common Core vocabulary, and online resources for the special education interpreter. Topics may be modified depending on the participants' language skills in both English and Spanish. Participants will receive a myriad of language related materials/handouts, as well as a Certificate of Completion.

Presented By: Leslie Padilla-Williams, Hola! Language Services Master Facilitator and Renee Garcia, Program Specialist

Date: January 4 & 5, 2016

Registration Time: 8:00 – 8:30 a.m.

Training Time: 8:30 a.m. – 3:30 p.m.

Cost: \$270.00

ADDITIONAL INFORMATION:

Intended Audience: General and special education teachers, instructional assistants, and principals

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

Registration: To ensure that we provide enough materials for everyone please register online at: <http://sbcss.k12oms.org/52-106681>.

The registration deadline is December 21, 2015. For additional registration information, please contact jessica_leng-tuleja@sbcss.k12.ca.us. For additional information regarding training content, please contact renee_garcia@sbcss.k12.ca.us. There are no refunds for no-shows or cancellations after the registration deadline.

Special Accommodations: Please submit any special accommodation requests at least fifteen working days prior to the training by notating your request when registering at: <http://sbcss.k12oms.org/52-106681>.

A Summary of the 2015 California Department of Education (CDE) North/South Assessment and Accountability Information Meeting

Transitioning to a New Accountability System – LCFF

- Districts develop, adopt and implement a three-year plan with the focus on student performance – how are students improving?
- Assumes a continuous improvement model – how are we getting better?
- No API, so accountability comes from classroom and school practices, LCFF and state accountability processes. Although API number is gone the metrics are still in place (graduation rates, dropouts, statewide assessments, college and career readiness)
- **Continuum of Connectedness:** Needs Assessment > Goals > Resources > Alignment > Actions/Services > **Student Outcomes**
- TOMS will be used again for 2015-16 Interim and Summative Assessments (Interim Assessments opened August 10, 2015)
- LEAs will only be able to upload accommodations in TOMS for students with a current special education or 504 Plan program record in CALPADS

Digital Library

- **NEW:** All interim assessments are available for ALL students (no restrictions by grade level)
- Students can use designated supports on interim assessments to see how it works, for a student in the SST process, for example
 - ✓ **Interim Comprehensive Assessments (ICAs)**
 - ✓ Longer and administered over several days
 - ✓ Approximately 35-50 items per ICA
 - ✓ Must administer performance task if you want to receive data
 - ✓ Teacher will need to be trained on how to hand score
 - ✓ Results reported on same scale as the summative assessments
 - ✓ **NEW:** Students can take each ICA up to three times per school year
- **Interim Assessment Blocks (IABs)**
 - ✓ Generally completed within an hour
 - ✓ Approximately 5-20 per IBA
 - ✓ **NEW:** students may take each IAB and unlimited number of times
- Training tests are available in grades 3-5, 6-8 and high school for teachers to become familiar with the software, try out the designated supports, accommodations, etc.
- Practice tests are available for students to provide grade specific testing experience for summative assessments. Universal tools, designated supports and accommodations are available. One test per subject in grades 3-8 and high school

CAASPP Update

- Matrix One has been updated to include these proposed changes (goes to board in November)
 - ✓ Separate setting as a non-embedded designated support now includes most beneficial time of day, special lighting or acoustics and adaptive furniture
 - ✓ Non-embedded ASL must be requested as an Unlisted Resource (Formally Individualized Aid)
- **NEW:** Unlisted Resources Request automated form in TOMS – IEP and Section 504 flags in CALPADS required
- **NEW:** translation glossaries with audio support in several languages
- **NEW:** Translated test directions for ELA and math
- **NEW:** Persistent Highlighting that stays in the text even if the student moves to the next items and comes back or pauses
- Many training modules available at www.smarterbalancedlibrary.org

The CAA (Pronounced CAL Alt)

- Computer-based test administered one-on-one by a test examiner
- Aligned with CCSS in English and Math (Blueprints-CCC for ELA & Math)
- 2015-16 will be a transition year with a two-stage adaptive design with less items per stage, but still not where it needs to be
- 2016-17 will have less items and a two-stage adaptive with stopping rules in place
- **NEW:** 2016 CAAs use the same California secure browser and test delivery system as Smarter Balanced
- Test window for 2016 is April 11-June 17

CAASPP Amendments to the California Code of Regulations (5 CRR) Sections 850-868

- The testing conducted shall be consistent with the pupil's grade of enrollment on the first day of school's testing window. (If a child changes grades within the school year, the previous grade will be held for testing purposes)
- Emphasize that designated supports are available for all English learners, and that student input should be included in the determination

English Language Proficiency Assessments for California (ELPAC)

- California is transitioning from the CELDT and the field testing will begin in the spring of 2017 and full implementation with scores reported in 2018-19
- Frameworks for ELD are coming school and this assessment will be aligned to the ELD standards
- The test window will be moved to after January 1 (February 21-May 31) to capture migrant students
- It will be shorter and more locally scored
- Criteria for reclassification has not changed – a letter was sent to superintendents on September 18 from CDE to superintendents and CELDT coordinators

The archived Web-ex presentation, as well as, materials from the California Department of Education 2015 Assessment and Accountability Information meeting is now archived at: <http://www.cde.ca.gov/ta/tg/ai/infomeeting.asp>.

Desert/Mountain SELPA
Due Process Summary
July 1, 2015 - October 23, 2015

D = Complaint Dismissed W = Complaint Withdrawn

DISTRICT												CASE ACTIVITY FOR CURRENT YEAR				
	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	Total	D /W	Resolution	Mediation	Settled	Hearing
Adelanto SD	0.5	3	4.5	0	2	0	3	6	5.5	1	25.5	0	0	1	0	0
Apple Valley USD	2	6	7	2	1.33	0	0	2	1	1	22.33	0	1	0	0	0
Baker USD	0	0	0	0	0	0	0	0	0		0	0	0	0	0	0
Barstow USD	0	0	0	0	1	0	0	0	0		1	0	0	0	0	0
Bear Valley USD	0	0	0	0	0	1	0	0	0		1	0	0	0	0	0
Helendale SD	0	0	0	0	0	0	0	0	0		0	0	0	0	0	0
Hesperia USD	1	1	3	2.5	1	5.5	4	3	5		26	0	0	0	0	0
Lucerne Valley USD	0	0	0	0	4	0	1	2	1		8	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	0	0	0	0	0	0	0	0		0	0	0	0	0	0
Silver Valley USD	0	0	0	0	0	1	0	0	0		1	0	0	0	0	0
Snowline USD	1	1	1	0	0	2	1	1	5	1.5	13.5	0	0	0	1.5	0
Trona USD	0	0	0	0	0	0	0	0	0		0	0	0	0	0	0
Victor Elementary SD	1.5	3	0	1	1	1	1	4.33	3.33	0.33	16.5	0	0	0	0.33	0
Victor Valley Union High SD	0	2	1.5	2.5	0	2	4	3.33	4.3	3.33	23	0	1	0.5	1.83	0
Academy for Academic Excellence	0	0	0	0	1.33	0	0	4	2	0	7.33	0	0	0	0	0
CA Charter Academy	0	0	0	0	0	0	0	0	0		0	0	0	0	0	0
Desert/Mountain OPS	0	0	0	0	0.34	0.5	1	1.33	0.83	1.83	21	0	0	0.5	1.33	0
Excelsior Education Center	0	0	0	0	0	0	0	0	0		0	0	0	0	0	0
Explorer Elementary	0	0	0	0	0	0	0	0	0		0	0	0	0	0	0
High Tech Elementary P. L.	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	0	0	0	0	0
High Tech Middle	0	0	0.5	0	0	0	0	0	0		0.5	0	0	0	0	0
High Tech High	0	0	0.5	0	0	2	2	0	1		5.5	0	0	0	0	0
High Tech High International	0	0	0	0	0	0	1	2	0		3	0	0	0	0	0
High Tech High Media Arts	1	0	0	0	2	0	0	2	0		5	0	0	0	0	0
High Tech Middle Media Arts	0	0	0	0	0	0	0	0	0		0	0	0	0	0	0
High Tech High Statewide Benefit	0	2	1	0	1	2	0	2	1		9	0	0	0	0	0
SELPA-WIDE TOTALS	7	18	19	8	15	17	18	33	30	9	174	0	2	2	5	0

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

Districts showing a value of .25 above indicates that the district is a co-respondent with 3 other districts.

**Desert Mountain SELPA
Due Process Activity Summary
Year Ending July 1, 2014 – June 30, 2015**

DISTRICT	ISSUE	STATUS
<p style="text-align: center;">26. VVUHSD Case No. 2015040613 Case Filed 04/18/15</p>	<p>The district filed a due process complaint asking for an order to implement the district's offer of FAPE</p>	<ul style="list-style-type: none"> • resolution not required • 04/29/15 – mediation scheduled • 05/05/15 – mediation rescheduled • 05/12/15 – due process hearing scheduled • 09/08/15 – due process hearing rescheduled • 10/27/15 – cases consolidated by OAH – new hearing date set • 10/07/15 – settlement agreement signed at mediation - CLOSED
<p style="text-align: center;">29. Apple Valley USD Case No. TBA Case Filed 05/19/15</p>	<p>The parents filed a due process complaint alleging a denial of FAPE because the district inappropriately: (1) placed the student, and (2) failed to provide progress reports; and (3) did not have the general education teacher present at an IEP meeting</p>	<ul style="list-style-type: none"> • 06/03/15 – resolution scheduled • 06/11/15 – resolution rescheduled • 06/09/15 – resolution rescheduled • TBA – mediation scheduled • TBA – due process scheduled • 07/15/15 – settlement agreement signed - CLOSED
<p style="text-align: center;">30. VVUHSD/D/M Operations Case No. 2015070352 Case Filed 06/15/15</p>	<p>The parent filed a due process complaint alleging a denial of FAPE for the 2013-14 and 2014-15 school years</p>	<ul style="list-style-type: none"> • 06/22/15 – resolution held • 07/21/15 – mediation cancelled • 08/25/15 – mediation held • 10/06/15 – second mediation scheduled • 10/27/15 – due process hearing scheduled

**Desert Mountain SELPA
Due Process Activity Summary
July 1, 2015 – October 23, 2015**

DISTRICT	ISSUE	STATUS
<p style="text-align: center;">1. Snowline JUSD/D/M Operations Case No. 2015071107 Case Filed 07/27/15</p>	<p>The parent filed a due process complaint alleging for <i>stay put</i> at previous county placement</p>	<ul style="list-style-type: none"> • 08/07/15 – resolution session held • 08/18/15 – mediation cancelled • 08/20/14 – mediation scheduled • 09/08/15 – due process hearing scheduled • 09/03/15 – settlement agreement signed - CLOSED
<p style="text-align: center;">2. Snowline JUSD Case No. TBA Case Filed 08/21/15</p>	<p>District filed a due process complaint asking for an ALJ to order the district to conduct triennial assessments without parental consent</p>	<ul style="list-style-type: none"> • 09/03/15 – mediation held • 09/03/15 – settlement agreement signed - CLOSED
<p style="text-align: center;">3. Victor Valley Union HSD Victor Elem SD Desert/Mtn Operations Case No. 2015080412 Case Filed 08/10/15</p>	<p>Parent filed a due process complaint alleging a denial of FAPE due to a lack of triennial assessments, consistent staffing and placement in the least restrictive environment</p>	<ul style="list-style-type: none"> • 08/20/15 – resolution session held • 09/21/15 – mediation scheduled • 10/21/15 – due process hearing scheduled • 08/20/15 – interim agreement signed – final agreement pending
<p style="text-align: center;">4. Victor Valley Union HSD Desert/Mtn Operations Case No. 201509006 Case Filed 08/31/15</p>	<p>The parents of a student in Case #26 from 2014-15 filed a due process case alleging failure to properly implement 2015 consent to IEP</p>	<ul style="list-style-type: none"> • 09/04/15 – cases consolidated by OAH • 09/15/15 – resolution session scheduled • 10/07/15 – mediation scheduled • 10/27/15 – due process hearing scheduled • 10/07/15 – settlement agreement signed at mediation - CLOSED
<p style="text-align: center;">5. Victor Valley Union HSD Case No. 2015090709 Case Filed 09/09/15</p>	<p>The parents of a student filed a due process complaint alleging a denial of FAPE for not completing an assessment within procedural timelines</p>	<ul style="list-style-type: none"> • 09/15/15 – resolution session scheduled • TBD – mediation not scheduled • TBD – due process hearing not scheduled • 09/24/15 – settlement agreement signed - CLOSED

**Desert Mountain SELPA
Due Process Activity Summary
July 1, 2015 – October 23, 2015**

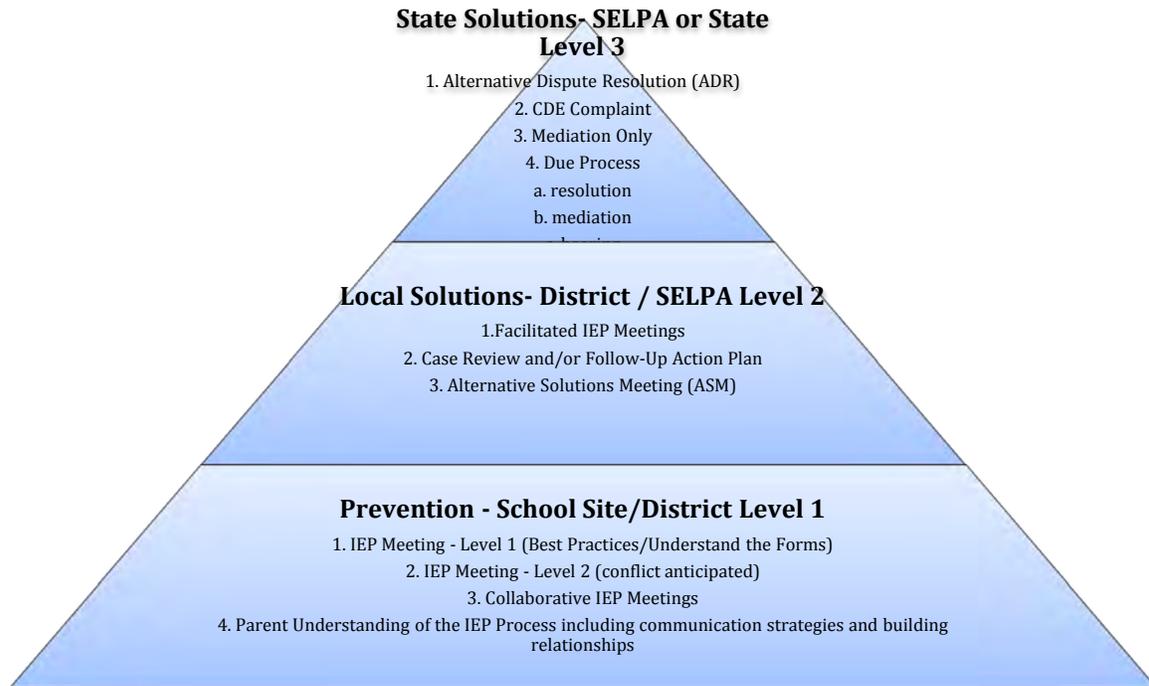
DISTRICT	ISSUE	STATUS
<p>6. Victor Valley Union HSD Case No. 2015090407 Case Filed 09/15/15</p>	<p>The district filed a due process to uphold the validity of a district assessment</p>	<ul style="list-style-type: none"> • No resolution for district filed case • 10/02/15 – mediation held • 10/06/15 – due process hearing scheduled • 12/01/15 – due process hearing re-scheduled
<p>7. Adelanto SD Case No. 2015090809 Case Filed 09/21/15</p>	<p>The parent of a student filed a due process complaint alleging a denial of FAPE for exclusion from Special Education program and discipline</p>	<ul style="list-style-type: none"> • 09/25/15 – resolution meeting scheduled • 10/01/15 – resolution meeting rescheduled • 10/08/15 – resolution meeting rescheduled • 10/20/15 – mediation scheduled • 11/05/15 – due process hearing scheduled
<p>8. Apple Valley USD Case No. 2015091118 Case Filed 09/28/15</p>	<p>The parents of a student filed a due process complaint alleging a denial of FAPE for failure to offer sufficient placement and services, failing to perform a FBA and failure to assess in all areas of suspected disability</p>	<ul style="list-style-type: none"> • 10/19/15 – resolution meeting scheduled • 10/29/15 – mediation scheduled • 11/19/15 – due process hearing scheduled
<p>9. Victor Valley UHSD Case No. TBD Case Filed 10/13/15</p>	<p>The parent of a student who is no longer enrolled filed a due process complaint alleging a denial of FAPE for failing to provide educational benefit for the two years the student was enrolled in the district</p>	<ul style="list-style-type: none"> • 10/26/15 – resolution meeting scheduled • TBD – mediation scheduled • TBD – due process hearing scheduled

Desert /Mountain SELPA
Legal Expense Summary
As of October 23, 2015

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	\$25,956.50

Proposed Levels of Training

“The vision of ADR is to increase awareness and make visible alternatives for dispute resolution by providing training to ensure equity for all students receiving special education support services.”



Proposed Content for Training Levels

Level 1 Training – Prevention at Site Level

- Effective Communication
- IEP Basics/ IEP Process – procedural and Substantive - compliance
- Admin Designee training
- Collaborative IEP
- Dealing with conflict –difficult conversations and difficult confrontations/mindfulness

Level 2 Training – Local Solutions Level

- Facilitated IEPs
- Case Management Review
- Facilitating an effective solutions meeting-interest based
- Problem solving

Level 3 Training– State Solutions Level

- Responding to CDE complaints
- ADR Training – resolution sessions
- Due Process 101/Bootcamp
- Negotiating for educators

**Region 10
ADR Committee
Interest Survey**

1. Special Ed Director/LEA _____

2. I am interested in attending professional development opportunities on the following topics related to resolving parent-school conflict in special education.

Topic	Yes	No
Collaborative IEP Process		
How to Provide Parent Training in Special Education to Build Strong Parent-School Relationships		
Administrator Training in Effective Special Education Leadership		
Dealing with Conflict: Coping Strategies & Mindfulness		
Facilitated IEP Meetings		
Successful Resolution/Solution Meetings at the Local Level		
District Level Case Management That Works		
Restorative Practices		
Due Process 101: Boot Camp		
Negotiating for Educators		
Alternative Dispute Resolution Sessions		
Responding to CDE Complaints		

3. I am interested in attending other professional development opportunities related to resolving parent-school conflict in special education, such as:

4. The best days/times for these professional development opportunities are:

Please return to Denise Edge at denise_edge@sbcss.k12.ca.us by November 13, 2015.

**ORGANIZATION OF CONSTITUTION AND
BYLAWS FOR COMMUNITY ADVISORY COMMITTEE**

Article I

NAME AND LOCATION

Section 1.01 The name of the organization shall be the Desert/Mountain Special Education Local Plan Area and Desert/Mountain Charter Special Education Local Plan Area, henceforth referred to as the SELPA Community Advisory Committee, henceforth referred to as the CAC.

Section 1.02 The location shall be within the Desert/Mountain Special Education Local Plan Area and Desert/Mountain Charter Special Education Local Plan Area, henceforth referred to as the SELPA.

Article II

PURPOSE

Section 2.01 The purpose of the CAC shall be to represent broad community interests in providing the most appropriate education for individuals with exceptional needs. The committee shall serve in an advisory capacity as defined in the comprehensive plan for special education.

Article III

DUTIES

Section 3.01 The duties of the CAC shall be as follows:

1. Assist the policy and administrative entity of the SELPA regarding the development, amendment, and evaluation of the Local Plan for Special Education.
2. Establish lines of communication to raise the community consciousness and increase community acceptance of the differences in learning abilities in children and the need for educational and vocational provisions to accommodate these differences as well as promote and elicit support for special education programs and services.
3. Provide a forum where needs can be assessed, issues can be raised, suggestions for change and/or improvements can be discussed and recommendations for action can be made with respect to planning and provision of special education programs and services identified in the Local Plan.

Deleted: Desert/Mountain

**ORGANIZATION OF CONSTITUTION AND
BYLAWS FOR COMMUNITY ADVISORY COMMITTEE**

4. Establish programs for parents to be informed members of the Individualized Education Program (IEP) team and supportive classroom volunteers.
5. Using evaluation data provided by the SELPA CAC representatives will formulate suggestions for new and needed programs; become familiar with the laws pertaining to special education and their implications for children with exceptional needs; and encourage the establishment of procedures to ensure public access to all written documentation related to the Local Plan development and implementation.

Deleted: Desert/Mountain

Article IV

REPRESENTATIVE MEMBERSHIP

Section 4.01 Representatives may include the following:

1. Parents of students enrolled in Local Education Agencies (LEAs) who shall be appointed by the Board of Education in their resident LEA.
2. School personnel who shall be appointed by their LEA Board of Education.
3. A representative/liaison from the SELPA office who shall be appointed by the California Association of Health and Education Linked Professions (CAHELP) Chief Executive Officer (CEO).
4. Representatives of private or public community agencies.
5. An individual with exceptional needs.
6. Other persons concerned with individuals with exceptional needs who shall be appointed by the SELPA Steering Committee.

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Deleted: school district

Deleted: or by the San Bernardino County Superintendent of Schools (SBCSS) if they have students enrolled in special education programs operated by the SBCSS

Deleted: school district's

Deleted: or by the SBCSS special education programs

Deleted: SELPA Administrator

Section 4.02 At least fifty-one percent (51%) of the representatives shall be parents and at least fifty-one percent (51%) of those parents shall be parents of students with exceptional needs.

Deleted: disabilities

Section 4.03 CAC Representatives shall consist of at least one parent and one LEA representative comprised from the following:

- Combined large LEAs (student population above 9,000),
- Combined medium LEAs (student population of 2,000 to 9,000),
- Combined small LEAs (student population below 2,000),

**ORGANIZATION OF CONSTITUTION AND
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Section 4.04 The term of appointment shall be two years and this will be annually staggered to ensure that no more than one-half of the membership serves the first year of the term in any one year.

| Section 4.05 The CAHELP CEO shall serve as an ex officio member of the CAC.

Deleted: Desert/Mountain SELPA administrator

| Section 4.06 Any representative may resign by filing a written resignation to the CAC Chairperson and to their respective Board of Education. The School Board will then be responsible for appointing a new representative for the remainder of the term.

Deleted: School Board

| Section 4.07 CAC representatives shall refrain from using their positions for purposes that are, or give the appearance of being; motivated by a desire for private gain for themselves or others such as those with whom they have family, business or other ties. In the event that the LEA determines that a conflict of interest exists, the LEA Board of Education may take action to terminate the appointment of the CAC representative and appoint another individual as a representative of the LEA to the CAC.

Article V

MEETINGS

Section 5.01 The CAC shall meet as frequently as deemed necessary, but no less than four times each year.

Section 5.02 All meetings shall have five days prior public notice and be open to the public.

Section 5.03 Unless the CAC decides otherwise, all meetings shall be held at the Desert/Mountain Educational Service Center.

| Section 5.04 All CAC representatives shall receive written or electronic notification at least 10 working days in advance of all regular CAC meetings.

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Section 5.05 The last regular CAC meeting before the end of the fiscal school year shall be designated the annual-meeting.

Section 5.06 A quorum shall consist of those representatives who attend the CAC meeting.

Section 5.07 The Chairperson shall not commit the CAC or its representatives to any action without a vote of the CAC. Any representative may call for a roll call or ballot vote by motion, if seconded.

| Section 5.08 Emergency CAC representative meetings may be called provided each Committee member is personally contacted at least 12 hours in advance.

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**ORGANIZATION OF CONSTITUTION AND
BYLAWS FOR COMMUNITY ADVISORY COMMITTEE**

Section 5.09 Every act or decision done or made by a majority of the CAC representatives present at a meeting at which a quorum exists is the act of the Committee.

Section 5.10 CAC officers shall be elected at the first regularly scheduled meeting of the CAC Committee at the beginning of the fiscal school year.

Article VI

OFFICERS

Section 6.01 There shall be the following officers: Chairperson, Vice Chairperson, and Secretary. These officers shall comprise the CAC Executive Committee.

Section 6.02 The term of office shall be two years. No person shall serve more than three consecutive terms in one office.

Section 6.03 The major duties of the officers are as follows:

Chairperson – Preside at all CAC meetings. Appoint convener chairperson of the sub committees. Serve as CAC spokesperson to the LEAs. Serve as ex officio member of all CAC sub committees.

Deleted: school districts

Vice Chairperson – Assist the Chairperson and in his/her absence serve as Chairperson, and ex officio member of all sub committees.

Deleted: . Serve as an

Secretary – Record minutes of all CAC meetings. Receive and transmit CAC correspondence and materials designated by the representatives, including public notification and notification of representatives prior to the meetings. The Secretary may designate these tasks to SELPA staff.

Article VII

COMMITTEES

Section 7.01 There shall be three types of sub committees: Standing committees, ad hoc committees, and an executive committee. The following standing sub committees may exist and may be chaired in combination with another subcommittee, should this be necessary: Public Information Committee, Parent Education Committee, and Local Plan Evaluation Committee.

**ORGANIZATION OF CONSTITUTION AND
BYLAWS FOR COMMUNITY ADVISORY COMMITTEE**

Section 7.02 The authority and duties of all sub committees shall be delegated by the CAC Chairperson.

Section 7.03 A quorum shall consist of a majority of the sub committee representatives.

Section 7.04 The Chairperson shall appoint the convener of standing and ad hoc committees as well as standing and ad hoc committee chairpersons.

Section 7.05 Sub committees shall not take action without a meeting.

Section 7.06 Sub committee representatives shall receive written or personal notification of all meetings at least 10 working days prior to the meeting. The sub committee chairperson may call a meeting on less than 10 day's notice, providing the representatives are personally contacted.

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Section 7.07 Sub committees may be created or inactivated as deemed necessary by a majority of the CAC.

Article VIII

EFFECTIVENESS DATE OF BYLAWS

Section 8.01 These Bylaws shall become effective immediately on their adoption by the SELPA Steering Committee. Amendments to these Bylaws shall become effective immediately on their adoption by the SELPA Steering Committee unless the CAC representatives in adopting them as hereinafter provided, stipulate that they are to become effective at a later date.

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Section 8.02 These Bylaws may be altered, amended, or repealed and new Bylaws adopted by the vote of a majority of representatives present at any special or regular meeting at which a quorum is present, provided that written notice of such a meeting and of the intention to change the Bylaws there-at is delivered to each member at least 10 days prior to the date of such meeting, or by written consent of all representatives without a meeting. All amendment(s) shall require a two-thirds vote of all Committee representatives present at the meeting. All amendments will become effective upon adoption by the SELPA Steering Committee.

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TESTING ACCOMMODATIONS (CAASPP)

UNIVERSAL TOOL (U) / DESIGNATED SUPPORTS (D) / ACCOMMODATION (A)

PART 1: EMBEDDED SUPPORTS	English Language Arts Reading	English Language Arts Writing	English Language Arts Listening	Mathematics
American Sign Language (ASL)	N/A	N/A	A	A
Braille	A	A	A	A
Breaks	U	U	U	U
Calculator	N/A	N/A	N/A	U (for specific items)
Closed Captioning	N/A	N/A	A	N/A
Color Contrast	D	D	D	D
Digital Notepad	U	U	U	U
English Dictionary	N/A	(for ELA-performance task-long essay(s), not short paragraph responses)	N/A	N/A
English Glossary	U	U	U	U
Expandable Passages	U	U	U	U
Global Notes	N/A	(for ELA-performance task-long essay(s), not short paragraph responses)	N/A	N/A
Highlighter	U	U	U	U
Keyboard Navigation	U	U	U	U
Mark for Review	U	U	U	U
Masking	D	D	D	D
Math Tools (i.e., embedded ruler, embedded protractor)	N/A	N/A	N/A	U (for specific items)
Spell Check	N/A	U (for specific items)	N/A	N/A
Streamlining	A	A	A	A
Strikethrough	U	U	U	U
Text-to-Speech	D (for items, not passages)	D	D	D
	A (for ELA reading passages, Grades 6-8 and 11)			
Translated Test Directions	N/A	N/A	N/A	D
Translations (Glossary)	N/A	N/A	N/A	D
Translations (Stacked)	N/A	N/A	N/A	D
Turn Off Any Universal Tool	D	D	D	D
Writing Tools (i.e., bold, italic, bullets, undo/redo)	N/A	U (for specific items)	N/A	N/A
Zoom (in/out)	U	U	U	U

Purpose and Use: This document displays the universal tools, designated supports, and accommodations (embedded and non-embedded) allowed as part of the California Assessment of Student Performance and Progress (CAASPP). This document should be used in conjunction with the *Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines* and the *California Code of Regulations*, Title 5, sections 850 to 868, in the determination of supports for individual students. The appropriate use of embedded and non-embedded universal tools, designated supports, and/or accommodations on CAASPP tests are restricted to only those identified in this document.

EMBEDDED SUPPORTS: Digitally-delivered features/settings available as part of the technology platform for the computer-administered CAASPP tests. These supports do not change or alter the construct being measured.

NON EMBEDDED SUPPORTS: Supports available, when provided by the Local Educational Agency (LEA), for either computer-administered or paper-pencil CAASPP tests. These supports are not part of the technology platform for the computer-administered CAASPP tests. These supports do not change or alter the construct being measured.

INDIVIDUALIZED AIDS: Individualized aids are not universal tools, designated supports, or accommodations. Individualized aids shall be available if specified in the eligible student's IEP or Section 504 Plan.

UNIVERSAL TOOLS (U): Tools available for ALL students. Students may turn the support(s) on/off when embedded as part of the technology platform for the computer-administered CAASPP tests or may choose to use it/them when provided as part of a paper-pencil test.

DESIGNATED SUPPORTS (D): Features available for use by any student for whom the need has been indicated prior to the assessment, by an educator or group of educators. *English learners (ELs) shall be permitted those listed embedded / non embedded designated supports, when determined for use by an educator or group of educators, who may seek input from a parent/guardian, on the CAASPP test.*

ACCOMMODATIONS (A): Eligible students shall be permitted to take the tests with accommodations if specified in the student's IEP or Section 504 Plan.

INDIVIDUALIZED AIDS (X): Individualized Aids are available if specified in the eligible student's IEP or Section 504 Plan.

Student Name: _____ DOB: _____ Date: _____

TESTING ACCOMMODATIONS (CAASPP)

UNIVERSAL TOOL (U) / DESIGNATED SUPPORT (D) / ACCOMMODATION (A)

PART 2: NON-EMBEDDED SUPPORTS	English Language Arts Reading	English Language Arts Writing	English Language Arts Listening	Mathematics	Science (CST and CMA)	(STS for Reading Language Arts)
Administration of the test to the student at the most beneficial time of day	D (includes English Learners)	D (includes English Learners)	D (includes English Learners)	D (includes English Learners)	D (includes English Learners)	D (includes English Learners)
Abacus	N/A	N/A	NA	A	A	N/A
Alternate Response Options (includes adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches) <i>[Previously known as "Assistive device that does not interfere with the independent work of the student on the multiple choice and/or essay responses (writing portion of the test)"]</i>	A	A	A	A	N/A	N/A
American Sign Language (ASL)	D (for items, not passages) (includes English Learners)	A N/A English Learners	A N/A English Learners	A N/A English Learners	A N/A English Learners	A N/A English Learners
	A (for ELA reading passages, Grades 6-8 and 11)					
	X (for ELA passages, Grades 3-4 and 5)					
Bilingual Dictionary	N/A (includes English Learners)	D (for ELA-performance task-long essay(s), not short paragraph responses) (includes English Learners)	N/A	N/A	N/A	N/A
	X		X	X	X	X
Breaks <i>[Previously known as "Extended Time" or "Test over more than one day for a test or test part to be administered in a single sitting" or "supervised breaks within a section of the test"]</i>	U	U	U	U	U	U
Braille (paper-pencil tests)	A	A	A	A	A	A
Calculator	N/A	N/A	N/A	A (for specific items)	N/A	N/A
				X (for non-specified items)		
Color Contrast	D (includes English Learners)	D (includes English Learners)	D (includes English Learners)	D (includes English Learners)	N/A	N/A
Color Overlay <i>[Previously known as "Colored overlay, mask, or other means to maintain visual attention"]</i>	D	D	D	D	U N/A English Learners	U N/A English Learners
English Dictionary	N/A	U (for ELA-performance task-long essay(s), not short paragraph responses)	N/A	N/A	N/A	N/A
	X		X	X	X	X
Large-print versions of paper-pencil test (as available)	A	A	A	A	A	A

TESTING ACCOMMODATIONS (CAASPP)

UNIVERSAL TOOL (U) / DESIGNATED SUPPORTS (D) / ACCOMMODATION (A)

PART 2: NON-EMBEDDED SUPPORTS	English Language Arts Reading	English Language Arts Writing	English Language Arts Listening	Mathematics	Science (CST and CMA)	(STS for Reading Language Arts)
Magnification <i>[Previously known as "Visual magnifying equipment"]</i>	D <i>(includes English Learners)</i>	D <i>(includes English Learners)</i>	D <i>(includes English Learners)</i>	D <i>(includes English Learners)</i>	D <i>(includes English Learners)</i>	D <i>(includes English Learners)</i>
Math Tools (i.e., non-embedded ruler, non-embedded protractor)	N/A	N/A	NA	U (for specific items) X (for non-specified items)	N/A	N/A
Multiplication Table	N/A	N/A	N/A	A (beginning in Grade 4) X (for Grade 3)	N/A	N/A
Noise buffers (e.g., individual carrel or study enclosure or noise-canceling headphones)	D <i>(includes English Learners)</i>	D <i>(includes English Learners)</i>	D <i>(includes English Learners)</i>	D <i>(includes English Learners)</i>	D <i>(includes English Learners)</i>	D <i>(includes English Learners)</i>
Print on Demand	A	A	A	A	N/A	N/A
Read Aloud <i>[Previously known as "Test questions and answer options read aloud to student or used audio CD presentation – excluding passages"]</i>	D (for items, not passages) <i>(includes English Learners)</i> ----- A (for ELA reading passages)	D <i>(includes English Learners)</i>	D <i>(includes English Learners)</i>	D <i>(includes English Learners)</i>	A N/A English Learners	A N/A English Learners
Scratch Paper	U	U	U	U	U	U
Scribe <i>[Previously known as "Essay responses dictated orally, in Manually Coded English, or in American Sign Language to a scribe, audio recorder, or speech-to-text converter" or "Student marks responses in test booklet and responses are transferred to a scorable answer document by an employee of the school, district, or nonpublic school" or "Student dictates multiple-choice question responses orally, or in Manually Coded English to a scribe, audio recorder, or speech-to-text converter for selected-response items"]</i>	D <i>(includes English Learners)</i>	A N/A English Learners	D <i>(includes English Learners)</i>	D <i>(includes English Learners)</i>	A N/A English Learners	A N/A English Learners
Separate Setting <i>[Previously known as "Test individual student separately, provided that a test examiner directly supervises the student" or "Test student in a small group setting" or "Test administered at home or in hospital by test examiner"]</i>	D <i>(includes English Learners)</i>	D <i>(includes English Learners)</i>	D <i>(includes English Learners)</i>	D <i>(includes English Learners)</i>	D <i>(includes English Learners)</i>	D <i>(includes English Learners)</i>
Simplified or clarified test administration directions (does not apply to test questions)	U	U	U	U	U	U
Special lighting or acoustics, assistive devices (specific devices may require California Assessment of Student Performance and Progress (CAASPP) contractor certification), and/or special or adaptive furniture	D <i>(includes English Learners)</i>	D <i>(includes English Learners)</i>	D <i>(includes English Learners)</i>	D <i>(includes English Learners)</i>	D <i>(includes English Learners)</i>	D <i>(includes English Learners)</i>
Speech-to-Text <i>[Previously known as "Essay responses dictated orally, in Manually Coded English, or in American Sign Language to a scribe, audio recorder, or speech-to-text converter" or "Student dictates multiple-choice question responses orally, or in Manually Coded English to a scribe, audio recorder, or speech-to-text converter for selected-response items"]</i>	A	A	A	A	A	A
Student marks in paper-pencil test booklet (other than responses including highlighting)	U	U	U	U	U	U

Student Name: _____ DOB: _____ Date: _____

TESTING ACCOMMODATIONS (CAASPP)

UNIVERSAL TOOL (U) / DESIGNATED SUPPORTS (D) / ACCOMMODATION (A)

PART 2: NON-EMBEDDED SUPPORTS	English Language Arts Reading	English Language Arts Writing	English Language Arts Listening	Mathematics	Science (CST and CMA)	(STS for Reading Language Arts)
Thesaurus	N/A	U (for ELA-performance task-long essay(s), not short paragraph responses)	N/A	N/A	N/A	N/A
	X		X	X	X	X
Translated Test Directions	N/A (includes English Learners)	N/A (includes English Learners)	N/A (includes English Learners)	D (includes English Learners)	D (includes English Learners)	D (includes English Learners)
	X	X	X			
Translations (Glossary) <i>[Previously known as "Access to translation glossaries/word lists (English-to-primary language). Glossaries/word lists shall not include definitions or formulas"]</i>	N/A (includes English Learners)	N/A (includes English Learners)	N/A (includes English Learners)	D - DELETED D English Learners (for only the 10 languages supported by the SBAC) (includes English Learners)	D (includes English Learners)	D (includes English Learners)
	X	X	X			
The use of Individualized Aids can be requested - DELETED	*	*	*	*	*	*

*** USE OF INDIVIDUALIZED AIDS**

The LEA may submit a request in writing to the California Department of Education (CDE), prior to the administration of the CAASPP test, for approval for the use of an individualized aid. The LEA CAASPP Coordinator or CAASPP Test Site Coordinator shall make the request 10 business days prior to the student's first day of CAASPP testing. – NEW LANGUAGE



Suspension and Expulsion Data Report

(Submit completed form to the District Special Education Office within five (5) days of disciplinary action; 20 U.S.C. 1412(a)(22); 34 C.F.R. 300.146)

STUDENT INFORMATION

Student Name: _____ Date of Birth: _____ Grade: _____ ID No.: _____ SSID No. _____
 School Site: _____ Special Education Placement: _____
 District of Attendance: _____ District of Residence: _____

Report Date: _____ Discipline Date: _____ Discipline Type: Suspension Expulsion
 Discipline Days: _____ Cumulative Discipline Days for Current School Year: _____

SELECT REASONS FOR DISCIPLINARY ACTION

ED CODE	DESCRIPTION	CASEMIS
<input type="checkbox"/> 48900(a)(1)	Caused, attempted to cause or threatened physical injury to another person	30
<input type="checkbox"/> 48900(a)(2)	Willfully used force or violence upon the person of another	31
<input type="checkbox"/> 48900(b)	Possessed, sold, or furnished a firearm, knife, explosive or other dangerous object	32
<input type="checkbox"/> 48900(c)	Unlawfully possessed, used, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage, or intoxicant	33
<input type="checkbox"/> 48900(d)	Unlawfully offered, arranged, or negotiated to sell any controlled substance, an alcoholic beverage, or intoxicant, then sold delivered, or furnished a look a like	34
<input type="checkbox"/> 48900(e)	Committed or attempted to commit robbery or extortion	23
<input type="checkbox"/> 48915(a)(1)(D)		
<input type="checkbox"/> 48900(f)	Caused or attempted to cause damage to school or private property	35
<input type="checkbox"/> 48900(g)	Stole or attempted to steal school or private property	36
<input type="checkbox"/> 48900(h)	Possessed or used tobacco or nicotine products	37
<input type="checkbox"/> 48900(i)	Committed an obscene act or engaged in habitual profanity or vulgarity	38
<input type="checkbox"/> 48900(j)	Unlawfully possessed, offered, arranged, or negotiated to sell drug paraphernalia	39
<input type="checkbox"/> 48900(k)	Disruption of school activities or willfully defying the valid authority of school personnel	40
<input type="checkbox"/> 48900(l)	Knowingly received stolen school property or private property	41
<input type="checkbox"/> 48900(m)	Possession of an imitation firearm	42
<input type="checkbox"/> 48900(n)	Committed or attempted to commit a sexual assault or battery	13
<input type="checkbox"/> 48915(c)(4)		
<input type="checkbox"/> 48900(o)	Harassed, threatened, or intimidated a pupil who is a complaining witness	43
<input type="checkbox"/> 48900(p)	Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma	44
<input type="checkbox"/> 48900(q)	Engaged in, or attempted to engage in, hazing	45
<input type="checkbox"/> 48900(r)	Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel	54
<input type="checkbox"/> 48900(t)	Aiding or abetting the infliction or attempted infliction of physical injury on another	46
<input type="checkbox"/> 48900.2	Engaged in sexual harassment	50
<input type="checkbox"/> 48900.3	Attempted to cause, threatened to cause, or participated in an act of hate violence	51
<input type="checkbox"/> 48900.4	Engaged in harassment, threats, or intimidation against school district personnel or pupils	52
<input type="checkbox"/> 48900.7	Made terroristic threats against school officials or school property	53
<input type="checkbox"/> 48915(a)(1)(A)	Caused serious physical injury to another person	20
<input type="checkbox"/> 48915(a)(1)(B)	Possession of any knife, or other dangerous object	21
<input type="checkbox"/> 48915(a)(1)(C)	Unlawful possession of any controlled substance	22
<input type="checkbox"/> 48915(a)(1)(E)	Assault or battery upon any school employee	24
<input type="checkbox"/> 48915(c)(1)	Possessing, selling, or furnishing a firearm	10
<input type="checkbox"/> 48915(c)(2)	Brandishing a knife at another person	11
<input type="checkbox"/> 48915(c)(3)	Unlawfully selling a controlled substance	12
<input type="checkbox"/> 48915(c)(5)	Possession of an explosive	25
<input type="checkbox"/>	Other (determined by a hearing officer) Specify: _____	80

SELECT THE TYPE OF DISCIPLINARY ACTION TAKEN

In-school suspension (10 or 11) Out-of-school suspension (20) Expulsion; if expelled or transferred to another program

SELECT STATUS AS A RESULT OF THE DISCIPLINARY ACTION OF THE STUDENT

<input checked="" type="checkbox"/> Stayed in school w/out special education instructional support (10)	<input type="checkbox"/> Adult education program (33)	<input type="checkbox"/> Charter school (oper. as an LEA/District) (45)
<input checked="" type="checkbox"/> Stayed in school w/special education instructional support (11)	<input type="checkbox"/> Independent study (34)	<input type="checkbox"/> Graduated (50)
<input type="checkbox"/> Sent home w/out instructional support (20)	<input type="checkbox"/> Juvenile court school (40)	<input type="checkbox"/> Left district or moved (51)
<input type="checkbox"/> Sent home w/instructional support (21)	<input type="checkbox"/> County court school (41)	<input type="checkbox"/> Dropped out or placement unknown (52)
<input type="checkbox"/> Continuation class/school (30)	<input type="checkbox"/> Other county program (42)	<input type="checkbox"/> Other alternative education setting (80)
<input type="checkbox"/> Opportunity class/school (31)	<input type="checkbox"/> Placed in another district (43)	
<input type="checkbox"/> Community day school (32)	<input type="checkbox"/> Charter school (oper. by LEA/District) (44)	

SELECT AUTHORITY THAT MADE THE DECISION ON DISCIPLINARY ACTION

School or district personnel (10) Court order (20) Hearing Officer for likely injury by the student to himself or herself or to others (30)
 Hearing Officer for any other reasons (31)

Individual Providing Information: _____ Title/Position: _____



CALIFORNIA
DEPARTMENT OF
EDUCATION

TOM TORLAKSON
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

October 1, 2015

Dear County and District Superintendents of Schools, Charter School Administrators, and State Special School Superintendents:

2015–16 EDUCATOR EFFECTIVENESS FUNDING

The purpose of this letter is to notify local educational agencies (LEAs) that the 2015–16 Educator Effectiveness entitlement has been posted. The Educator Effectiveness funding is available to county offices of education, school districts, charter schools (both direct and locally funded), and state special schools that reported full-time equivalent (FTE) certificated staff in the California Longitudinal Pupil Achievement Data System (CALPADS) for the 2014–15 fiscal year (FY). The Educator Effectiveness funds are specifically to be used for professional development, coaching, and support services, as outlined in Section 58 of Assembly Bill (AB) 104, Chapter 13, statutes of 2015 and amended by Section 8 of Senate Bill (SB) 103, Chapter 324, statutes of 2015.

The California Department of Education (CDE) will apportion funds to eligible LEAs in two installments. The first apportionment reflecting approximately 80 percent of each LEA's entitlement will be released in December 2015. Remaining funds will be released in March 2016. The 2015–16 calculated funding rate is approximately \$1,466 per FTE. LEAs have three years to spend the funds.

Educator Effectiveness details may be accessed on the Educator Effectiveness Web page at <http://www.cde.ca.gov/fg/aa/ca/educatoreffectiveness.asp>.

There is no requirement to submit additional information in order to receive Educator Effectiveness funding. However, there are conditions of funding, described on the Educator Effectiveness Web page, which include developing a local plan and submitting expenditure information in the future.

AB 104, Section 58 and SB 103, Section 8 appropriate \$490,000,000 for the Educator Effectiveness program in FY 2015–16. The funds can be used for the following purposes:

- Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively

and to meet induction requirements adopted by the Commission on Teacher Credentialing and pursuant to Section 44259 of the California *Education Code (EC)*.

- Professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support by LEAs.
- Professional development for teachers and administrators that is aligned to the state content standards adopted pursuant to sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.8, 60605.11, 60605.85, as that Section read on June 30, 2014, and 60811.3, as that Section read on June 30, 2013, of the *EC*.
- To promote educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning.

Allocation of funds is based on an equal amount per certificated FTE, which cannot exceed an LEA's total certificated staff count, as reported in CALPADS during the 2014–15 FY. Instances in which the FTE for one staff member was greater than one have been adjusted to a maximum of one. In addition, the CDE identified and contacted select LEAs based on data anomalies. In some instances amended data was obtained from the select LEAs. Due to necessary adjustments, the certificated FTE used to calculate the Educator Effectiveness funding will not be an exact match with the FTE information available in the DataQuest system. The certificated FTE numbers used in the calculation of funds will be posted on the CDE's Educator Effectiveness Web page.

If you have any questions regarding this letter, please contact Ruthann Munsterman, Fiscal Assistant, Categorical Allocations & Management Assistance Unit, by phone at 916-324-6178 or by email at rmunsterman@cde.ca.gov, or Julie Klein-Briggs, Fiscal Consultant, Categorical Allocations & Management Assistance Unit, by phone at 916-323-6191 or by email at jbriggs@cde.ca.gov.

Sincerely,

Peter Foggiato, Director
School Fiscal Services Division

Last Reviewed: Friday, October 2, 2015

Educator Effectiveness FAQs

Questions and answers regarding Educator Effectiveness.

1. [Who is eligible to receive Educator Effectiveness funds?](#)

School districts, county offices of education, charter schools, and state special schools with full-time equivalent (FTE) certificated staff are eligible to receive Educator Effectiveness funds. The staff counts were calculated by the State Superintendent of Public Instruction using data submitted to the California Longitudinal Pupil Achievement Data System (CALPADS) for the 2014–15 fiscal year.

2. [Are employees of Regional Occupational Centers and Programs Joint Powers Agencies included?](#)

No. Only school districts, county offices of education, charter schools, and state special schools with full-time equivalent (FTE) certificated staff are eligible to receive Educator Effectiveness funds.

3. [Are there conditions placed on local educational agencies \(LEAs\) receiving the Educator Effectiveness funds?](#)

As a condition of receiving Educator Effectiveness funds, a school district, county office of education, charter school, or state special school is required to:

1. Develop and adopt a plan delineating how the Educator Effectiveness funds will be spent. The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.
2. On or before July 1, 2018, report detailed expenditure information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators that received professional development.

4. [Does a recipient of funds have to submit its local plan for the Educator Effectiveness Fund to the CDE?](#)

No. The local plan for the Educator Effectiveness funds needs to be heard in a public meeting of the governing board of the school district, the county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.

5. [How will the Educator Effectiveness funding be calculated?](#)

Allocation of funds is based on an equal amount per certificated FTE, which cannot exceed an LEA's total certificated staff count, as reported in CALPADS during the 2014–15 fiscal year. Staff with an FTE greater than one was adjusted to one FTE. In addition, the CDE identified and contacted select LEAs based on data anomalies. In some

instances amended data was obtained from the select LEAs. Due to necessary adjustments, the certificated FTE used to calculate the Educator Effectiveness funding will not be an exact match with the FTE information available in the DataQuest system. The certificated FTE numbers used in the calculation of funds will be posted on the CDE's Educator Effectiveness Web page. The 2015–16 calculated funding rate is approximately \$1,466 per certificated FTE.

6. **[We made an error when we reported our certificated staff data last year. Can we amend our data now and get a revised entitlement?](#)**

No. The CDE is not accepting amendments to the staff data used to calculate the entitlement. You may contact Ruthann Munsterman, Fiscal Assistant, by e-mail at rmunsterman@cde.ca.gov if you would like to discuss your situation further.

7. **[When can LEAs expect to receive the Educator Effectiveness funds?](#)**

The CDE plans to issue the first apportionment (80 percent of funds) in December 2015, and a second apportionment (20 percent of funds) in March 2016.

8. **[How long do I have to spend the funds?](#)**

Funds may be expended anytime during the 2015–16, 2016–17, and 2017–18 fiscal years. A final expenditure report will be due at the end of the 2017–18 fiscal year. Any funds not expended by June 30, 2018 must be returned to the CDE.

9. **[What are the allowable uses of the Educator Effectiveness funds?](#)**

Educator Effectiveness funds may be used to support the professional development of certificated teachers, administrators, and paraprofessional educators. Funds can be expended for any of the following purposes:

1. Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the Commission on Teacher Credentialing and pursuant to Section 44259 of the Education Code.
2. Professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support by local educational agencies.
3. Professional development for teachers and administrators that is aligned to the state content standards adopted pursuant to Sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.08, 60605.11, 60605.85, as that section read on June 30, 2014, and 60811.3, as that section read on June 30, 2013, of the *Education Code*.
4. To promote educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning.

10. **[Can funds be spent on paraprofessionals?](#)**

Although the distribution of funds was based only on certificated staff; in order to promote educator quality and effectiveness, it is allowable to expend funds on training for administrators, teachers, or paraprofessional educators.

11. **Will these funds be subject to a state audit?**

Yes. The Educator Effectiveness funds are subject to the annual audits required by *EC* Section 41020.

12. **Where can I find more information on the Educator Effectiveness funds?**

Language governing the allocation and use of the Educator Effectiveness funds can be found in SB 103, Section 8 and AB 104, Section 58.

13. **Where can I find information on the final expenditure report?**

The CDE is currently developing the format and content of the final expenditure report. At a minimum, the law requires that the number of teachers, administrators, and paraprofessional educators that received professional development must be reported. Information will be posted as soon as it becomes available.

Questions: Ruthann Munsterman | rmunsterman@cde.ca.gov | 916-324-6178
Last Reviewed: Friday, October 2, 2015

**SCHEDULE OF ENTITLEMENTS FOR EDUCATOR EFFECTIVENESS
FOR PARTICIPATING LOCAL EDUCATIONAL AGENCIES
FISCAL YEAR 2015-16**

County Code	District Code	School Code	Charter Number	Fund Type	Vendor Number	Local Educational Agency Name	Certificated Staff FTE Counts (1)	2015-16 Educator Effectiveness Entitlement	80% Payment Scheduled for December	20% Payment Scheduled for March
36	10363	0000000				San Bernardino County Office of Education	325.81	\$ 477,809	\$ 382,247	\$ 95,562
36	10363	0115808	0903	D	C903	Norton Space and Aeronautics Academy	33.50	\$ 49,129	\$ 39,303	\$ 9,826
36	67587	0000000				Adelanto Elementary	374.50	\$ 549,214	\$ 439,371	\$ 109,843
36	67587	0120592	1147	D	S147	Alta Vista Public	68.00	\$ 99,724	\$ 79,779	\$ 19,945
36	67587	0128462	1520	D	S520	Taylton High Desert Academy/Adelanto	10.50	\$ 15,399	\$ 12,319	\$ 3,080
36	67587	6111918	1522	D	S522	Desert Trails Preparatory Academy	24.50	\$ 35,930	\$ 28,744	\$ 7,186
36	67611	0000000				Barstow Unified	270.47	\$ 396,651	\$ 317,321	\$ 79,330
36	67637	0000000				Bear Valley Unified	116.66	\$ 171,085	\$ 136,868	\$ 34,217
36	67736	0000000				Helendale Elementary	30.40	\$ 44,582	\$ 35,666	\$ 8,916
36	67736	0116723	0968	L		Academy of Careers and Exploration	14.90	\$ 21,851	\$ 17,481	\$ 4,370
36	67736	0128439	1592	D	S592	Empire Springs Charter	29.51	\$ 43,277	\$ 34,622	\$ 8,655
36	67736	0130948	1679	L		Independence Charter Academy	2.40	\$ 3,520	\$ 2,816	\$ 704
36	67736	0131151	1691	D		Alta Vista South Public Charter	14.00	\$ 20,531	\$ 16,425	\$ 4,106
36	67801	0000000				Needles Unified	43.33	\$ 63,545	\$ 50,836	\$ 12,709
36	67827	0000000				Oro Grande Elementary	21.40	\$ 31,384	\$ 25,107	\$ 6,277
36	67827	0111807	0762	D	C762	Mojave River Academy	73.20	\$ 107,350	\$ 85,880	\$ 21,470
36	67827	0113928	0855	L		Riverside Preparatory	116.09	\$ 170,249	\$ 136,199	\$ 34,050
36	67892	0000000				Trona Joint Unified	21.58	\$ 31,648	\$ 25,318	\$ 6,330
36	67918	0000000				Victor Elementary	500.16	\$ 733,498	\$ 586,798	\$ 146,700
36	67918	6101927	0309	L		Sixth Street Prep	11.00	\$ 16,132	\$ 12,906	\$ 3,226
36	67918	6118350	0296	L		Mountain View Montessori Charter	9.00	\$ 13,199	\$ 10,559	\$ 2,640
36	67934	0000000				Victor Valley Union High	438.84	\$ 643,571	\$ 514,857	\$ 128,714
36	67934	3630670	0013	D	C013	Options for Youth-Victorville Charter	185.00	\$ 271,307	\$ 217,046	\$ 54,261
36	67934	3630761	0074	D	C074	Excelsior Charter	85.00	\$ 124,655	\$ 99,724	\$ 24,931
36	73858	0000000				Baker Valley Unified	15.50	\$ 22,731	\$ 18,185	\$ 4,546
36	73890	0000000				Silver Valley Unified	157.50	\$ 230,978	\$ 184,782	\$ 46,196
36	73957	0000000				Snowline Joint Unified	411.59	\$ 603,608	\$ 482,886	\$ 120,722
36	75044	0000000				Hesperia Unified	973.58	\$ 1,427,781	\$ 1,142,225	\$ 285,556
36	75044	0107516	0671	D	C671	Summit Leadership Academy-High Desert	13.75	\$ 20,165	\$ 16,132	\$ 4,033
36	75044	0112441	0801	D	C801	Pathways to College	17.00	\$ 24,931	\$ 19,945	\$ 4,986
36	75044	0114389	0885	D	C885	Mirus Secondary	14.70	\$ 21,558	\$ 17,246	\$ 4,312
36	75044	0116707	0971	D	C971	Encore Jr./Sr. High School for the Performing and Visual Arts	44.30	\$ 64,967	\$ 51,974	\$ 12,993
36	75044	0118059	1034	D	S034	LaVerne Elementary Preparatory Academy	23.00	\$ 33,730	\$ 26,984	\$ 6,746
36	75051	0000000				Lucerne Valley Unified	41.40	\$ 60,714	\$ 48,571	\$ 12,143
36	75051	0115089	0905	D	C905	Sky Mountain Charter	97.50	\$ 142,986	\$ 114,389	\$ 28,597
36	75077	0000000				Apple Valley Unified	618.68	\$ 907,311	\$ 725,849	\$ 181,462
36	75077	3631207	0127	D	C127	Academy for Academic Excellence	75.50	\$ 110,723	\$ 88,578	\$ 22,145
							5,323.75	7,807,423.00	6,245,938.00	1,561,485.00

(1) CDE identified and contacted select LEAs based on data anomalies.
In some instances amended data was obtained from the select LEAs.

California Department of Education
School Fiscal Services Division
October 2015

Desert/Mountain SELPA
County Regional Services

Fiscal Year	2015/16		
Service	Annual Rate	mi-Annual Rate	Monthly Rate
CODE 330 SAI < 50%	2,131	1,066	178
CODE 330 & 331 SAI > 50%	21,995	10,998	1,833
CODE 330 & 331 SAI > 50% (SUCCESS)	21,995	10,998	1,833
CODE 330 SAI > 50% Mild/Moderate	21,995	10,998	1,833
Special Education Preschool	14,825	7,413	1,235
Preschool Related Services	1,592	796	133
Related Services (Excluding Itinerant)	4,131	2,066	344
County Itinerant/SELPA Related Services	5,193	2,597	433
Special Circumstance Instructional Assistance (SCIA)	49,929	24,965	4,161

Annual Projected Purchased Services															
SELPA District/Member	Related Services	Dup - Related Services	SCIA - County	SCIA - Non-County	County Interpreter	Non-SH SDC	SUCCESS	SH - SDC	RSP	Preschool SDC	Preschool Related Services	County Itinerant Estimated	Total County Estimated Services	Total SELPA Estimated Services	Total Purchased Services
AAE - Academy for Academic Excellence	-	-	-	-	-	-	-	-	-	-	-	-	-	144	144
AAE - Norton Space	-	-	-	-	-	-	-	-	-	-	-	-	-	62,316	62,316
Adelanto SD	2	1,011	71	3	2	118	73	764	8	380	935	144	3,511	236	3,747
Apple Valley USD	689	348,037	295,413	12,482	8,322	216,284	133,803	1,400,348	1,421	469,458	124,043	62,316	3,072,616	102,129	3,174,745
Baker Valley USD	7	1,412	118	-	20	131	192	1,066	46	228	743	168	4,131	1,725	5,856
Barstow USD	2,410	486,081	490,969	-	83,215	240,112	351,920	1,953,889	8,169	281,675	98,571	72,702	4,069,713	746,494	4,816,206
Bear Valley USD	-	-	-	-	-	-	-	-	-	-	-	12	12	-	12
Excelsior Education Center	-	-	-	-	-	-	-	-	-	-	-	5,193	5,193	-	5,193
Helendale SD	-	250	12	-	6	-	-	200	2	159	757	54	1,440	1,319	2,759
Hesperia USD	-	86,063	49,929	-	24,965	-	-	366,583	355	196,431	100,429	23,369	848,123	570,797	1,418,920
Lucerne Valley USD	2	147	22	-	-	22	-	116	2	32	43	60	446	385	831
Needles USD	689	50,605	91,537	-	-	40,324	-	212,618	355	39,533	5,705	25,965	467,330	166,609	633,939
Oro Grande SD	-	-	-	-	-	-	-	-	-	-	-	54	54	118	172
Silver Valley USD	166	71	-	-	-	6	13	67	-	19	99	228	669	106	775
Snowline JUSD	57,146	24,442	-	-	-	10,998	23,828	122,805	-	23,473	13,134	98,667	374,492	45,872	420,364
Trona JUSD	2	635	105	9	58	77	9	1,144	3	237	232	516	3,027	2,950	5,977
Victor Valley Union High SD	689	218,599	436,879	37,447	241,324	141,135	16,496	2,096,857	533	292,794	30,779	223,299	3,736,828	1,276,613	5,013,440
Victor Elementary SD	-	324	48	-	-	-	-	243	-	12	46	30	703	110	813
Victor Valley Union High SD	-	111,537	199,716	-	-	-	-	445,399	-	14,825	6,103	12,983	790,562	47,603	838,164
Victor Valley Union High SD	362	252	23	9	-	43	247	104	-	41	323	132	1,536	-	1,536
Victor Valley Union High SD	124,619	86,751	95,697	37,447	-	78,815	452,730	190,623	-	50,652	42,851	57,123	1,217,309	-	1,217,309
Victor Valley Union High SD	-	31	-	-	-	37	-	25	-	-	-	-	93	90	183
Victor Valley Union High SD	-	10,672	-	-	-	67,818	-	45,823	-	-	-	-	124,313	38,948	163,260
Victor Valley Union High SD	-	-	-	-	-	-	-	-	-	-	-	12	12	679	691
Victor Valley Union High SD	8	1,386	151	9	6	206	12	958	24	252	324	90	3,426	18	3,444
Victor Valley Union High SD	2,754	477,131	628,273	37,447	24,965	377,581	21,995	1,755,934	4,262	311,325	42,984	38,948	3,723,598	7,790	3,731,387
Victor Valley Union High SD	151	82	12	-	-	12	-	96	-	-	-	132	485	-	485
Victor Valley Union High SD	51,982	28,229	49,929	-	-	21,995	-	175,960	-	-	-	57,123	385,217	-	385,217
Victor Valley Union High SD	-	2,523	189	-	-	206	-	1,556	3	1,170	933	138	6,718	1,307	8,025
Victor Valley Union High SD	-	868,543	786,382	-	-	377,581	-	2,852,018	533	1,445,438	123,778	59,720	6,513,991	565,604	7,079,596
Victor Valley Union High SD	10	752	168	12	33	40	-	778	82	-	-	495	2,370	563	2,933
Victor Valley Union High SD	3,443	258,876	699,006	49,929	137,305	73,317	-	1,426,009	14,562	-	-	214,211	2,876,657	243,638	3,120,295
Estimated Services	710	8,876	919	42	125	898	546	7,117	170	2,530	4,435	2,265	28,633	9,859	38,492
Estimated Cost	244,418	3,055,563	3,823,729	174,752	520,094	1,645,959	1,000,773	13,044,868	30,189	3,125,604	588,377	980,179	28,234,503	4,266,482	32,500,986

Desert/Mountain SELPA
County Regional Services

July														
Based on August Actuals														
District	Related Services	Dup - Related Services	SCIA - County	SCIA - Non-County	County Interpreter	Non-SH SDC	SUCCESS	SH - SDC	RSP	Preschool SDC	Preschool Related Services	County Itinerant Estimated	Total County Service Counts	Related Services (SELPA)
AAE - Academy for Academic Excellence	-	-	-	-	-	-	-	-	-	-	-	-	-	15
AAE - Norton Space	-	-	-	-	-	-	-	-	-	-	-	-	-	11
Adelanto SD	-	75	5	1	1	6	7	56	1	23	55	12	242	22
Apple Valley USD	-	119	9	-	1	13	18	85	-	12	30	13	300	148
Baker Valley USD	-	-	-	-	-	-	-	-	-	-	-	1	1	-
Barstow USD	-	19	1	-	-	-	-	16	-	9	34	4	83	109
Bear Valley USD	-	13	1	-	-	2	-	10	-	3	4	5	38	32
Excelsior Education Center	-	-	-	-	-	-	-	-	-	-	-	5	5	9
Helendale SD	13	6	-	-	-	-	2	5	-	-	6	19	51	9
Hesperia USD	-	48	8	-	1	5	-	80	-	16	21	42	221	258
Lucerne Valley USD	-	28	4	-	-	-	-	20	-	1	4	2	59	9
Needles USD	32	17	2	-	-	4	20	10	-	1	16	10	112	-
Oro Grande SD	-	1	-	-	-	2	-	1	-	-	-	-	4	6
Silver Valley USD	-	-	-	-	-	-	-	-	-	-	-	-	-	40
Snowline JUSD	1	133	13	3	3	20	4	76	3	12	11	6	285	2
Trona JUSD	10	7	1	-	-	1	-	7	-	-	-	13	39	-
Victor Elementary SD	-	192	14	-	-	22	-	120	-	71	48	14	481	104
Victor Valley Union High SD	1	64	17	4	4	5	-	65	4	-	-	-	164	52
Total	57	722	75	8	10	80	51	551	8	148	229	146	2,085	826

August														
Actual														
District	Related Services	Dup - Related Services	SCIA - County	SCIA - Non-County	County Interpreter	Non-SH SDC	SUCCESS	SH - SDC	RSP	Preschool SDC	Preschool Related Services	County Itinerant Estimated	Total County Service Counts	Related Services (SELPA)
AAE - Academy for Academic Excellence	-	-	-	-	-	-	-	-	-	-	-	-	-	15
AAE - Norton Space	-	-	-	-	-	-	-	-	-	-	-	-	-	11
Adelanto SD	-	75	5	1	1	6	7	56	1	23	55	12	242	22
Apple Valley USD	-	119	9	-	1	13	18	85	-	12	30	13	300	148
Baker Valley USD	-	-	-	-	-	-	-	-	-	-	-	1	1	-
Barstow USD	-	19	1	-	-	-	-	16	-	9	34	4	83	109
Bear Valley USD	-	13	1	-	-	2	-	10	-	3	4	5	38	32
Excelsior Education Center	-	-	-	-	-	-	-	-	-	-	-	5	5	9
Helendale SD	13	6	-	-	-	-	2	5	-	-	6	19	51	9
Hesperia USD	-	48	8	-	1	5	-	80	-	16	21	42	221	258
Lucerne Valley USD	-	28	4	-	-	-	-	20	-	1	4	2	59	9
Needles USD	32	17	2	-	-	4	20	10	-	1	16	10	112	-
Oro Grande SD	-	1	-	-	-	2	-	1	-	-	-	-	4	6
Silver Valley USD	-	-	-	-	-	-	-	-	-	-	-	-	-	40
Snowline JUSD	1	133	13	3	3	20	4	76	3	12	11	6	285	2
Trona JUSD	10	7	1	-	-	1	-	7	-	-	-	13	39	-
Victor Elementary SD	-	192	14	-	-	22	-	120	-	71	48	14	481	104
Victor Valley Union High SD	1	64	17	4	4	5	-	65	4	-	-	-	164	52
Total	57	722	75	8	10	80	51	551	8	148	229	146	2,085	826

September														
Actual														
District	Related Services	Dup - Related Services	SCIA - County	SCIA - Non-County	County Interpreter	Non-SH SDC	SUCCESS	SH - SDC	RSP	Preschool SDC	Preschool Related Services	County Itinerant Estimated	Total County Service Counts	Related Services (SELPA)
AAE - Academy for Academic Excellence	-	-	-	-	-	-	-	-	-	-	-	-	-	14
AAE - Norton Space	-	-	-	-	-	-	-	-	-	-	-	-	-	11
Adelanto SD	-	63	5	1	-	2	21	46	2	28	81	12	261	23
Apple Valley USD	-	124	10	-	2	14	15	87	-	16	42	13	323	158
Baker Valley USD	-	-	-	-	-	-	-	-	-	-	-	1	1	-
Barstow USD	-	20	1	-	-	-	-	18	-	11	43	4	97	113
Bear Valley USD	-	14	2	-	-	1	-	12	-	3	4	5	41	33
Excelsior Education Center	-	-	-	-	-	-	-	-	-	-	-	5	5	8
Helendale SD	5	4	-	-	-	-	3	5	-	1	5	19	42	12
Hesperia USD	-	47	10	-	5	7	-	81	1	16	19	42	228	254
Lucerne Valley USD	-	25	4	-	-	-	-	20	-	1	4	2	56	10
Needles USD	32	26	2	-	-	4	20	10	-	1	17	10	122	-
Oro Grande SD	-	1	-	-	-	2	-	1	-	-	-	-	4	6
Silver Valley USD	-	-	-	-	-	-	-	-	-	-	-	-	-	48
Snowline JUSD	1	125	13	3	-	18	4	75	2	15	17	6	279	2
Trona JUSD	7	5	1	-	-	1	-	6	-	-	-	13	33	-
Victor Elementary SD	-	210	11	-	-	19	-	122	-	79	68	14	523	117
Victor Valley Union High SD	1	64	20	4	1	8	-	73	6	-	-	-	177	47
Total	46	728	79	8	8	76	63	556	11	171	300	146	2,192	856

Desert/Mountain SELPA
County Regional Services

October Projected														
District	Related Services	Dup - Related Services	SCIA - County	SCIA - Non-County	County Interpreter	Non-SH SDC	SUCCESS	SH - SDC	RSP	Preschool SDC	Preschool Related Services	County Itinerant Estimated	Total County Service Counts	Related Services (SELPA)
AAE - Academy for Academic Excellence	-	-	-	-	-	-	-	-	-	-	-	-	-	10
AAE - Norton Space	-	-	-	-	-	-	-	-	-	-	-	-	-	9
Adelanto SD	-	75	5	-	-	13	1	61	-	30	57	12	254	20
Apple Valley USD	1	95	9	-	2	10	16	84	3	22	63	13	318	131
Baker Valley USD	-	-	-	-	-	-	-	-	-	-	-	1	1	-
Barstow USD	-	22	1	-	1	-	-	17	-	12	56	4	113	104
Bear Valley USD	-	11	2	-	-	-	-	11	-	3	2	5	34	30
Excelsior Education Center	-	-	-	-	-	-	-	-	-	-	-	5	5	12
Helendale SD	13	6	-	-	-	1	-	6	-	2	6	19	53	9
Hesperia USD	1	51	10	1	6	6	1	111	-	16	15	42	260	232
Lucerne Valley USD	-	27	4	-	-	-	-	21	-	1	2	2	57	8
Needles USD	31	21	2	1	-	1	21	8	-	4	27	10	126	-
Oro Grande SD	-	3	-	-	-	3	-	2	-	-	-	-	8	7
Silver Valley USD	-	-	-	-	-	-	-	-	-	-	-	-	-	56
Snowline JUSD	-	99	12	-	-	12	-	84	-	25	32	6	270	-
Trona JUSD	17	4	1	-	-	1	-	7	-	-	-	13	43	-
Victor Elementary SD	-	190	17	-	-	14	-	125	1	95	75	14	531	91
Victor Valley Union High SD	1	43	10	-	4	1	-	60	6	-	-	53	178	50
Total	64	647	73	2	13	62	39	597	10	210	335	199	2,251	769

November Projected														
District	Related Services	Dup - Related Services	SCIA - County	SCIA - Non-County	County Interpreter	Non-SH SDC	SUCCESS	SH - SDC	RSP	Preschool SDC	Preschool Related Services	County Itinerant Estimated	Total County Service Counts	Related Services (SELPA)
AAE - Academy for Academic Excellence	-	-	-	-	-	-	-	-	-	-	-	-	-	10
AAE - Norton Space	-	-	-	-	-	-	-	-	-	-	-	-	-	9
Adelanto SD	1	77	6	-	-	13	2	64	-	29	59	12	263	16
Apple Valley USD	1	97	10	-	2	10	15	86	1	20	63	13	318	134
Baker Valley USD	-	-	-	-	-	-	-	-	-	-	-	1	1	-
Barstow USD	-	21	1	-	1	-	-	17	-	14	64	4	122	103
Bear Valley USD	1	13	2	-	-	-	-	9	1	2	3	5	36	29
Excelsior Education Center	-	-	-	-	-	-	-	-	-	-	-	5	5	11
Helendale SD	15	6	-	-	-	1	-	6	-	2	8	19	57	9
Hesperia USD	1	49	10	1	6	7	1	110	-	19	15	42	261	234
Lucerne Valley USD	-	27	4	-	-	-	-	21	-	1	2	2	57	7
Needles USD	31	20	1	1	-	1	21	8	-	5	29	10	127	-
Oro Grande SD	-	3	-	-	-	3	-	2	-	-	-	-	8	8
Silver Valley USD	-	-	-	-	-	-	-	-	-	-	-	-	-	60
Snowline JUSD	-	101	12	-	-	12	-	84	-	26	34	6	275	-
Trona JUSD	16	7	1	-	-	1	-	5	-	-	-	13	43	-
Victor Elementary SD	-	193	17	-	-	14	-	134	-	93	72	14	537	98
Victor Valley Union High SD	-	55	11	-	4	-	-	51	6	-	-	53	180	49
Total	66	669	75	2	13	62	39	597	8	211	349	199	2,290	777

December Projected														
District	Related Services	Dup - Related Services	SCIA - County	SCIA - Non-County	County Interpreter	Non-SH SDC	SUCCESS	SH - SDC	RSP	Preschool SDC	Preschool Related Services	County Itinerant Estimated	Total County Service Counts	Related Services (SELPA)
AAE - Academy for Academic Excellence	-	-	-	-	-	-	-	-	-	-	-	-	-	10
AAE - Norton Space	-	-	-	-	-	-	-	-	-	-	-	-	-	9
Adelanto SD	-	82	6	-	-	12	2	66	-	29	61	12	270	17
Apple Valley USD	1	110	10	-	2	8	9	86	3	20	62	13	324	136
Baker Valley USD	-	-	-	-	-	-	-	-	-	-	-	1	1	-
Barstow USD	-	20	1	-	1	-	-	16	-	14	69	4	125	102
Bear Valley USD	1	10	2	-	-	2	-	8	1	2	3	5	34	31
Excelsior Education Center	-	-	-	-	-	-	-	-	-	-	-	5	5	11
Helendale SD	15	5	-	-	-	1	-	5	-	2	8	19	55	8
Hesperia USD	-	60	9	1	6	6	1	101	-	19	17	42	262	234
Lucerne Valley USD	-	28	4	-	-	-	-	21	-	1	2	2	58	7
Needles USD	31	20	2	1	-	2	21	7	-	5	32	10	131	-
Oro Grande SD	-	3	-	-	-	4	-	2	-	-	-	-	9	8
Silver Valley USD	-	-	-	-	-	-	-	-	-	-	-	-	-	62
Snowline JUSD	-	110	12	-	-	13	-	80	-	24	33	6	278	1
Trona JUSD	16	7	1	-	-	1	-	10	-	-	-	13	48	-
Victor Elementary SD	-	200	15	-	-	13	-	127	1	99	77	14	546	102
Victor Valley Union High SD	1	58	10	-	4	2	-	61	6	-	-	53	195	45
Total	65	713	72	2	13	64	33	590	11	215	364	199	2,341	783

Desert/Mountain SELPA
County Regional Services

January Projected														
District	Related Services	Dup - Related Services	SCIA - County	SCIA - Non-County	County Interpreter	Non-SH SDC	SUCCESS	SH - SDC	RSP	Preschool SDC	Preschool Related Services	County Itinerant Estimated	Total County Service Counts	Related Services (SELPA)
AAE - Academy for Academic Excellence	-	-	-	-	-	-	-	-	-	-	-	-	-	10
AAE - Norton Space	-	-	-	-	-	-	-	-	-	-	-	-	-	9
Adelanto SD	-	92	7	-	-	13	3	71	-	32	72	12	302	17
Apple Valley USD	1	111	9	-	2	9	10	87	6	23	67	15	340	136
Baker Valley USD	-	-	-	-	-	-	-	-	-	-	-	1	1	-
Barstow USD	-	21	1	-	1	-	-	16	-	15	72	5	131	105
Bear Valley USD	-	12	2	-	-	2	-	9	-	2	3	5	35	33
Excelsior Education Center	-	-	-	-	-	-	-	-	-	-	-	4	4	10
Helendale SD	13	6	-	-	-	1	-	6	-	3	11	19	59	8
Hesperia USD	-	57	8	1	6	7	1	97	-	20	16	44	257	238
Lucerne Valley USD	-	26	4	-	-	-	-	21	-	1	2	3	57	8
Needles USD	31	20	2	1	-	3	21	8	-	5	34	12	137	-
Oro Grande SD	-	3	-	-	-	4	-	2	-	-	-	-	9	8
Silver Valley USD	-	-	-	-	-	-	-	-	-	-	-	2	2	61
Snowline JUSD	-	109	12	-	-	15	-	81	1	25	35	9	287	2
Trona JUSD	14	8	1	-	-	1	-	9	-	-	-	9	42	-
Victor Elementary SD	-	205	16	-	-	16	-	128	1	101	83	9	559	107
Victor Valley Union High SD	1	65	12	-	2	3	-	65	7	-	-	56	211	47
Total	60	735	74	2	11	74	35	600	15	227	395	205	2,433	799

February Projected														
District	Related Services	Dup - Related Services	SCIA - County	SCIA - Non-County	County Interpreter	Non-SH SDC	SUCCESS	SH - SDC	RSP	Preschool SDC	Preschool Related Services	County Itinerant Estimated	Total County Service Counts	Related Services (SELPA)
AAE - Academy for Academic Excellence	-	-	-	-	-	-	-	-	-	-	-	-	-	12
AAE - Norton Space	-	-	-	-	-	-	-	-	-	-	-	-	-	8
Adelanto SD	1	92	8	-	-	13	2	72	-	32	75	12	307	18
Apple Valley USD	-	115	10	-	2	11	16	87	7	25	70	15	358	136
Baker Valley USD	-	-	-	-	-	-	-	-	-	-	-	1	1	-
Barstow USD	-	20	1	-	1	-	-	16	-	14	69	5	126	111
Bear Valley USD	-	12	2	-	-	3	-	9	-	2	4	5	37	32
Excelsior Education Center	-	-	-	-	-	-	-	-	-	-	-	4	4	10
Helendale SD	13	6	-	-	-	1	-	6	-	3	13	19	61	8
Hesperia USD	-	56	9	1	6	8	1	98	-	21	19	44	263	239
Lucerne Valley USD	-	27	4	-	-	-	-	21	-	1	2	3	58	10
Needles USD	30	19	2	1	-	4	20	7	-	5	31	12	131	-
Oro Grande SD	-	3	-	-	-	4	-	2	-	-	-	-	9	8
Silver Valley USD	-	-	-	-	-	-	-	-	-	-	-	2	2	63
Snowline JUSD	1	112	13	-	-	15	-	81	2	25	32	9	290	2
Trona JUSD	13	8	1	-	-	1	-	9	-	-	-	9	41	-
Victor Elementary SD	-	213	18	-	-	16	-	133	-	102	89	9	580	103
Victor Valley Union High SD	-	69	13	-	2	3	-	67	8	-	-	56	218	48
Total	58	752	81	2	11	79	39	608	17	230	404	205	2,486	808

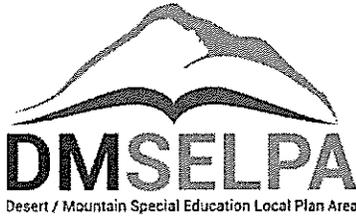
March Projected														
District	Related Services	Dup - Related Services	SCIA - County	SCIA - Non-County	County Interpreter	Non-SH SDC	SUCCESS	SH - SDC	RSP	Preschool SDC	Preschool Related Services	County Itinerant Estimated	Total County Service Counts	Related Services (SELPA)
AAE - Academy for Academic Excellence	-	-	-	-	-	-	-	-	-	-	-	-	-	12
AAE - Norton Space	-	-	-	-	-	-	-	-	-	-	-	-	-	8
Adelanto SD	-	93	6	-	-	14	1	70	1	35	104	12	336	16
Apple Valley USD	1	127	10	-	2	10	16	94	9	20	70	15	374	140
Baker Valley USD	-	-	-	-	-	-	-	-	-	-	-	1	1	-
Barstow USD	-	21	1	-	1	-	-	16	1	16	81	5	142	116
Bear Valley USD	-	12	2	-	-	3	-	9	-	3	4	5	38	32
Excelsior Education Center	-	-	-	-	-	-	-	-	-	-	-	4	4	10
Helendale SD	13	7	-	-	-	1	-	7	-	3	12	19	62	8
Hesperia USD	-	52	9	1	6	6	2	97	1	21	20	44	259	246
Lucerne Valley USD	-	27	4	-	-	-	-	21	-	1	6	3	62	9
Needles USD	29	21	2	1	-	5	21	9	-	4	29	12	133	-
Oro Grande SD	-	4	-	-	-	4	-	3	-	-	-	-	11	9
Silver Valley USD	-	-	-	-	-	-	-	-	-	-	-	2	2	62
Snowline JUSD	1	117	13	-	-	21	-	81	1	20	27	9	290	1
Trona JUSD	12	8	1	-	-	1	-	9	-	-	-	9	40	-
Victor Elementary SD	-	226	17	-	-	17	-	135	-	103	83	9	590	113
Victor Valley Union High SD	1	67	14	-	2	2	-	68	10	-	-	56	220	44
Total	57	782	79	2	11	84	40	619	23	226	436	205	2,564	826

Desert/Mountain SELPA
County Regional Services

April Projected														
District	Related Services	Dup - Related Services	SCIA - County	SCIA - Non-County	County Interpreter	Non-SH SDC	SUCCESS	SH - SDC	RSP	Preschool SDC	Preschool Related Services	County Itinerant Estimated	Total County Service Counts	Related Services (SELPA)
AAE - Academy for Academic Excellence	-	-	-	-	-	-	-	-	-	-	-	-	-	12
AAE - Norton Space	-	-	-	-	-	-	-	-	-	-	-	-	-	8
Adelanto SD	-	95	6	-	-	10	9	68	1	37	104	12	342	21
Apple Valley USD	2	133	10	-	2	11	19	95	7	20	78	15	392	150
Baker Valley USD	-	-	-	-	-	-	-	-	-	-	-	1	1	-
Barstow USD	-	21	1	-	-	-	-	16	1	15	77	5	136	115
Bear Valley USD	-	13	2	-	-	3	-	9	-	3	4	5	39	33
Excelsior Education Center	-	-	-	-	-	-	-	-	-	-	-	4	4	10
Helendale SD	17	7	-	-	-	-	2	6	-	1	8	19	60	8
Hesperia USD	-	55	8	1	5	6	2	97	1	23	21	44	263	255
Lucerne Valley USD	-	27	4	-	-	-	-	19	-	1	6	3	60	11
Needles USD	29	23	2	1	-	5	20	9	-	4	32	12	137	-
Oro Grande SD	-	3	-	-	-	3	-	3	-	-	-	-	9	8
Silver Valley USD	-	-	-	-	-	-	-	-	-	-	-	2	2	63
Snowline JUSD	1	117	12	-	-	20	-	80	4	22	32	9	297	2
Trona JUSD	12	7	1	-	-	1	-	9	-	-	-	9	39	-
Victor Elementary SD	-	218	16	-	-	19	-	136	-	112	94	9	604	116
Victor Valley Union High SD	1	67	14	-	2	3	-	67	9	-	-	56	219	41
Total	62	786	76	2	9	81	52	614	23	238	456	205	2,604	853

May Projected														
District	Related Services	Dup - Related Services	SCIA - County	SCIA - Non-County	County Interpreter	Non-SH SDC	SUCCESS	SH - SDC	RSP	Preschool SDC	Preschool Related Services	County Itinerant Estimated	Total County Service Counts	Related Services (SELPA)
AAE - Academy for Academic Excellence	-	-	-	-	-	-	-	-	-	-	-	-	-	12
AAE - Norton Space	-	-	-	-	-	-	-	-	-	-	-	-	-	8
Adelanto SD	-	96	6	-	-	8	9	67	1	41	106	12	346	22
Apple Valley USD	-	131	11	-	1	11	20	95	5	19	84	15	392	154
Baker Valley USD	-	-	-	-	-	-	-	-	-	-	-	1	1	-
Barstow USD	-	23	1	-	-	-	-	18	-	15	79	5	141	116
Bear Valley USD	-	12	2	-	-	2	-	10	-	3	4	5	38	34
Excelsior Education Center	-	-	-	-	-	-	-	-	-	-	-	4	4	9
Helendale SD	18	6	-	-	-	-	2	5	-	1	8	19	59	9
Hesperia USD	-	56	8	1	5	7	-	96	-	25	24	44	266	251
Lucerne Valley USD	-	27	4	-	-	-	-	19	-	1	6	3	60	11
Needles USD	27	24	2	1	-	5	21	9	-	3	30	12	134	-
Oro Grande SD	-	3	-	-	-	3	-	3	-	-	-	-	9	8
Silver Valley USD	-	-	-	-	-	-	-	-	-	-	-	2	2	62
Snowline JUSD	1	115	13	-	-	20	-	80	4	23	30	9	295	2
Trona JUSD	12	7	1	-	-	1	-	9	-	-	-	9	39	-
Victor Elementary SD	-	242	17	-	-	17	-	138	-	122	98	9	643	126
Victor Valley Union High SD	1	68	15	-	2	4	-	68	8	-	-	56	222	44
Total	59	810	80	2	8	78	52	617	18	253	469	205	2,651	868

June Projected														
District	Related Services	Dup - Related Services	SCIA - County	SCIA - Non-County	County Interpreter	Non-SH SDC	SUCCESS	SH - SDC	RSP	Preschool SDC	Preschool Related Services	County Itinerant Estimated	Total County Service Counts	Related Services (SELPA)
AAE - Academy for Academic Excellence	-	-	-	-	-	-	-	-	-	-	-	-	-	12
AAE - Norton Space	-	-	-	-	-	-	-	-	-	-	-	-	-	8
Adelanto SD	-	96	6	-	-	8	9	67	1	41	106	12	346	22
Apple Valley USD	-	131	11	-	1	11	20	95	5	19	84	15	392	154
Baker Valley USD	-	-	-	-	-	-	-	-	-	-	-	1	1	-
Barstow USD	-	23	1	-	-	-	-	18	-	15	79	5	141	116
Bear Valley USD	-	12	2	-	-	2	-	10	-	3	4	5	38	34
Excelsior Education Center	-	-	-	-	-	-	-	-	-	-	-	4	4	9
Helendale SD	18	6	-	-	-	-	2	5	-	1	8	19	59	9
Hesperia USD	-	56	8	1	5	7	-	96	-	25	24	44	266	251
Lucerne Valley USD	-	27	4	-	-	-	-	19	-	1	6	3	60	11
Needles USD	27	24	2	1	-	5	21	9	-	3	30	12	134	-
Oro Grande SD	-	3	-	-	-	3	-	3	-	-	-	-	9	8
Silver Valley USD	-	-	-	-	-	-	-	-	-	-	-	2	2	62
Snowline JUSD	1	115	13	-	-	20	-	80	4	23	30	9	295	2
Trona JUSD	12	7	1	-	-	1	-	9	-	-	-	9	39	-
Victor Elementary SD	-	242	17	-	-	17	-	138	-	122	98	9	643	126
Victor Valley Union High SD	1	68	15	-	2	4	-	68	8	-	-	56	222	44
Total	59	810	80	2	8	78	52	617	18	253	469	205	2,651	868



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

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

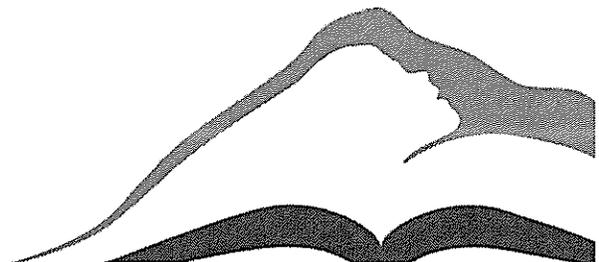
MEMORANDUM

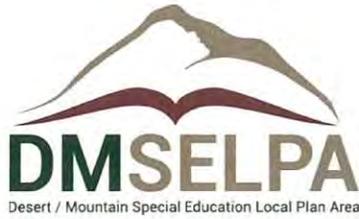
DATE: October 23, 2015
TO: Directors Of Special Education
FROM: Denise Edge, Program Manager 

SUBJECT: Occupational and Physical Therapy Reports

Attached are the occupational and physical therapy *Referral Status*, and *Current Students Direct Services* reports by district.

If you have any questions concerning either report, please contact me at (760) 955-3568 or via email at denise_edge@sbcss.k12.ca.us.





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

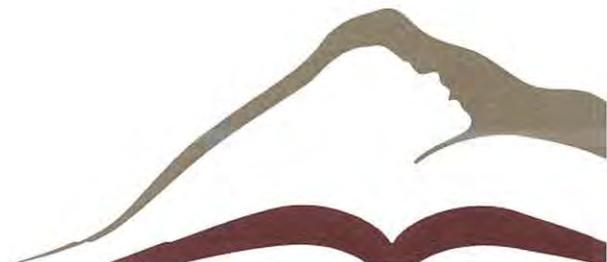
P 760-552-6700
F 760-242-5363
W www.dmselpa.org

MEMORANDUM

DATE: October 9, 2015
TO: Directors Of Special Education
FROM: Rhonda Evans, Program Specialist *RE*
SUBJECT: Audiological Service Reports

Attached are the Audiological Service Reports for the month of September 2015 by district.

If you have any questions concerning these reports, please contact Rhonda Evans, Program Specialist at (760) 955-3587 or via email at rhonda_evans@sbcss.k12.ca.us.





MEMORANDUM

DATE: September 30, 2015

TO: District Business Managers

FROM: Lisa Nash, Accounting Technician *lennash*

SUBJECT: AUGUST 2015 NPS/NPA DISTRICT TRANSFERS

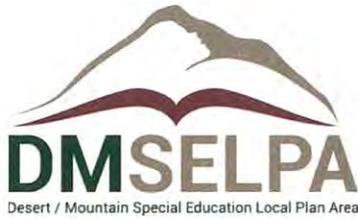
The following transfers will be processed to cover non-public school and non-public agency costs for the month of August 2015. Enclosed is a copy of the student sheets and vendor invoices for your reference. Please review the attached spreadsheet carefully, and notify me of any discrepancies.

DISTRICT	TOTAL TRANSFER
ACADEMY OF ACADEMIC EXCELLENCE *	\$ -
ADELANTO SD	\$ 68,845.16
APPLE VALLEY USD	\$ 123,751.52
BAKER VALLEY USD	\$ 5,626.25
BARSTOW USD	\$ 47,332.14
BEAR VALLEY USD	\$ 3,797.10
EXCELSIOR *	\$ -
HEALTH SCIENCES*	\$ -
HELENDALE SD	\$ -
HESPERIA USD	\$ 39,972.74
HIGH TECH HIGH *	\$ 1,769.32
LUCERNE VALLEY USD	\$ 6,891.55
NEEDLES USD	\$ 9,129.64
ORO GRANDE SD	\$ 2,409.92
SILVER VALLEY USD	\$ 19,319.55
SNOWLINE JUSD	\$ 45,625.86
STUDENT SERVICES	\$ -
TRONA JUSD	\$ -
VICTOR ELEMENTARY SD	\$ 36,010.83
VVUHSD	\$ 130,341.08
SELPA	\$ -
TOTALS	\$ 540,822.66

* NON-PUBLIC SCHOOL/AGENCY COSTS DEDUCTED FROM SPECIAL EDUCATION REVENUE MONTHLY

**DESERT/MOUNTAIN SELPA
2015/2016 NPS Student Placement Report**

DISTRICT	JULY				AUGUST				SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER			
	NPS	NPS/2726	LCI/NPS	TOTAL	NPS	NPS/2726	LCI/NPS	TOTAL	NPS	NPS/2726	LCI/NPS	TOTAL												
ADELANTO	8		2	10	9		2	11	8		2	10	8		2	10								
APPLE VALLEY	11	2	9	22	14	2	9	25	14	1	10	25	12	2	9	23								
BAKER																								
BARSTOW	3	1		4	4	1		5	4			4	3			3								
BEAR VALLEY		2		2		2		2		2		2		2		2								
HELENDALE																								
HESPERIA	14	2		16	12	2		14	12	2		14	12	2		14								
HIGH TECH HIGH																								
LUCERNE VALLEY	1	1		2	2	1		3	2	1		3	2	1		3								
NEEDLES		2		2		2		2		2		2		2		2								
ORO GRANDE		1		1		1		1		1		1		1		1								
SILVER VALLEY	3	1		4	4	1		5	3	1		4	3	1		4								
SNOWLINE	7	6		13	8	5		13	8	5		13	7	6		13								
TRONA																								
VICTOR ELEM.	10		1	11	8		1	9	7		1	8	8		1	9								
VVUHSD	36	3	4	43	37	3	4	44	35	3	5	43	33	4	5	42								
TOTALS	93	21	16	130	98	20	16	134	93	18	18	129	88	21	17	126								
2013/14 SELPA-WIDE TOTALS	101	20	19	140	103	19	20	143	105	18	20	142	101	19	20	140	98	18	17	133	105	18	18	141
2012/13 SELPA-WIDE TOTALS	109	19	21	149	100	18	15	133	100	19	16	135	103	19	15	137	102	18	16	136	98	16	17	131
2011/12 SELPA-WIDE TOTALS	106	20	20	146	105	22	23	150	107	20	25	152	104	23	23	150	107	23	23	153	107	18	27	152
2010/11 SELPA-WIDE TOTALS	103	18	30	151	101	17	33	151	100	18	31	149	107	17	29	153	99	16	35	150	96	18	31	145
2009/10 SELPA-WIDE TOTALS	105	10	29	144	106	11	31	148	102	12	32	146	108	14	29	151	112	14	30	156	100	17	29	146
2008/09 SELPA-WIDE TOTALS	118	15	27	160	120	15	33	168	118	17	29	164	123	16	32	171	121	17	31	170	120	16	34	170
2007/08 SELPA-WIDE TOTALS	118	10	58	186	117	8	56	181	111	9	48	168	112	10	50	172	118	7	51	178	113	9	47	169
2006/07 SELPA-WIDE TOTALS	106	12	48	166	106	13	50	169	109	11	54	174	118	13	59	190	114	12	55	181	118	12	49	179
2005/06 SELPA-WIDE TOTALS	100	11	52	163	101	11	56	168	108	11	50	169	104	9	60	173	113	11	56	180	112	11	56	179
2004/05 SELPA-WIDE TOTALS	83	15	56	154	102	14	62	178	103	13	59	175	109	13	60	182	117	12	58	187	119	11	56	186



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

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MEMORANDUM

DATE: October 15, 2015
 TO: Directors of Special Education
 FROM: Jenae Holtz, Chief Executive Officer *JH*
 SUBJECT: 2015/2016 Low Incidence Fund

The following is a summary of approved low incidence reimbursement requests by district for fiscal year 2015/16. The low incidence fund has an estimated balance of \$23,214.07. Please contact Kristine Elliott at (760) 946-8200 ext-279 if you have questions about equipment purchases for your district.

DISTRICT	APPROVED LOW INCIDENCE REIMBURSEMENT REQUESTS
ACADEMY FOR ACADEMIC EXCELLENCE	\$0
ADELANTO	\$27,204.21
APPLE VALLEY USD	\$5,982.51
BAKER VALLEY USD	\$0
BARSTOW USD	\$926.60
BEAR VALLEY USD	\$0
EXCELSIOR EDUCATION CENTER	\$0
HEALTH SCIENCES HIGH & MIDDLE	\$0
HELENDALE SD	\$0
HESPERIA USD	\$37,221.10
HIGH TECH VILLAGE	\$3,060.02
LUCERNE VALLEY USD	\$0
NEEDLES USD	\$2,684.52
SILVER VALLEY USD	\$13,112.87
SNOWLINE JUSD	\$0
STUDENT SERVICES	\$19,634.54
TRONA JUSD	\$0
VICTOR ELEMENTARY SD	\$265.70
VVUHSD	\$10,207.36
D/M SELPA (Pacific Hearing Services & Misc.)	\$122,656.50
TOTAL	\$242,955.93

JH:ke



UPCOMING TRAININGS@CAHELP

October 27, 2015

8:30 AM to 3:30 PM

Positive Behavioral Interventions and Supports (PBIS) Team Workgroup

Cost: No Fee

Presented by: PBIS Team

October 27, 2015

8:30 AM to 3:30 PM

PBIS Team Workgroup

Cost: No Fee

Presented by: Kami Murphy

October 27, 2015

8:30 AM to 3:30 PM

Why Try Foundation Course

Cost: \$25.00

Presented by: Renee Garcia

October 30, 2015

8:30 AM to 11:30 AM

Woodcock Johnson IV Achievement Training- AM Session

Cost: No Fee

Presented by: Renee Garcia

October 30, 2015

1:00 PM to 4:00 PM

Woodcock Johnson IV Achievement Training- PM Session

Cost: No Fee

Presented by: Renee Garcia

October 30, 2015

8:30 AM to 4:00 PM

Youth Mental Health First Aid

Cost: No Fee

Presented by: Cheryl Goldberg-Diaz

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For more information, visit
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UPCOMING TRAININGS@CAHELP

November 2, 2015

1:00 PM to 3:30 PM

Special Circumstance Instructional Assistance (SCIA)

Cost: No Fee

Presented by: Rhonda Evans

November 3, 2015

9:00 AM to 12:00 PM

Management Information System (MIS)/Bridge Transfer

Cost: No Fee

Presented by: Colette Garland

November 3, 2015

8:30 AM to 12:30 PM

Exercise Makes Sense: How to Effectively Implement Classroom-Based Physical Activity Intervention

Cost: \$10.00

Presented by: Mary Murrah-Alexander

November 6, 2015

12:15 PM to 3:30 PM

Teacher Talk: Preschool Language & Literacy

Cost: No Fee

Presented by: Diane Garcia

November 6, 2015

8:30 AM to 3:00 PM

Collaborative IEP Process

Cost: No Fee

Presented by: Denise Edge

November 6, 2015

8:00 AM to 11:30 AM

Preschool Professionals Collaboration Group

Cost: No Fee

Presented by: Diane Garcia

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UPCOMING TRAININGS@CAHELP

November 10, 2015

9:00 AM to 12:00 PM

WebIEP Training AM Session

Cost: No Fee

Presented by: Colette Garland; Cindy Quan

November 10, 2015

1:30 PM to 4:00 PM

WebIEP Training PM Session

Cost: No Fee

Presented by: Colette Garland

November 10, 2015

8:30 AM to 3:30 PM

Connecting the Dots in Math: Using Number Sense For Struggling Learners

Cost: \$20.00

Presented by: Renee Garcia

November 12, 2015

8:30 AM to 3:30 PM

Transition Planning for All Students

Cost: \$25.00

Presented by: Adrienne Shepherd/TPP Team

November 12, 2015

8:30 AM to 3:30 PM

Connecting the Dots in Math: Progressing Number Sense For Struggling Learners

Cost: \$20.00

Presented by: Renee Garcia

November 12, 2015

8:30 AM to 3:30 PM

Region 10 Supporting Students with Executive Function Deficits in the Common Core Classroom

Cost: \$125 without CEUs/\$130 with CEUs

Presented by: Region 10 Team

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UPCOMING TRAININGS@CAHELP

November 17, 2015

9:00 AM to 12:00 PM

WebIEP Training AM Session

Cost: No Fee

Presented by: Colette Garland; Cindy Quan

November 17, 2015

1:30 PM to 4:00 PM

WebIEP Training PM Session

Cost: No Fee

Presented by: Colette Garland

November 17, 2015

8:30 AM to 3:30 PM

PBIS Team Workgroup *Training years 2 and 3 only*

Cost: No Fee

Presented by: Kami Murphy

November 17, 2015

8:30 AM to 3:30 PM

Behavioral Intervention Plan Concepts - ABA Level 1C

Cost: \$20.00

Presented by: Danielle Cote; Renee Garcia

November 17, 2015

8:00 AM to 3:30 PM

The Basics of Accessing the Curriculum through Assistive Technology

Cost: \$25.00

Presented by: Sheila Parisian

December 1, 2015

8:30 AM to 1:30 PM

An Introduction to the What's & Not's of ADHD: Implications for Behavior and Instruction

Cost: \$10.00

Presented by: Scott Gutentag, Ph.D.; Kathleen Whelan Gioia, M.S., M.Ed.

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UPCOMING TRAININGS@CAHELP

December 2, 2015

8:30 AM to 4:00 PM

Youth Mental Health First Aid

Cost: No Fee

Presented by: Cheryl Goldberg-Diaz

December 4, 2015

1:00 PM to 4:00 PM

SLP Collaboration Group 2

Cost: No Fee

Presented by: Rhonda Evans

December 8, 2015

8:00 AM to 4:00 PM

Psychologists Committee Meeting

Cost: No Fee

Presented by: Glenn Low; Renee Garcia

December 10, 2015

6:00 PM to 7:30 PM

Community Advisory Committee Meeting

Cost: No Fee

Presented by: Denise Edge

December 15, 2015

8:30 AM to 3:30 PM

Connecting the Dots in Math: Math in Action for Struggling Learners

Cost: \$20.00

Presented by: Renee Garcia

January 4, 2016

8:30 AM to 3:30 PM

Hola! Language Services- Interpreting in Special Education Settings

Cost: \$270.00

Presented by: Renee Garcia

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UPCOMING TRAININGS@CAHELP

January 7, 2016

12:00 PM to 3:30 PM

Communication Skills for Children with Moderate to Severe Disabilities: A Collaborative Approach

Cost: \$50.00

Presented by: Diane Garcia; Jennifer Rountree

January 8, 2016

8:30 AM to 3:00 PM

Present Levels of Performance (PLOPs) and Goals

Cost: No Fee

Presented by: Denise Edge

January 12, 2016

9:00 AM to 12:00 PM

WebIEP Training AM Session

Cost: No Fee

Presented by: Colette Garland; Cindy Quan

January 12, 2016

1:30 PM to 4:00 PM

WebIEP Training PM Session

Cost: No Fee

Presented by: Colette Garland

January 12, 2016

8:00 AM to 3:30 PM

Non- Violent Crisis Intervention Training (CPI)

Cost: \$30.00

Presented by: Sheila Parisian; Brian Follis

January 14, 2016

8:30 AM to 3:30 PM

Why Try Advance Course

Cost: \$25.00

Presented by: Renee Garcia

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UPCOMING TRAININGS@CAHELP

January 15, 2016

8:00 AM to 11:30 AM

Preschool Professionals Collaboration Group

Cost: No Fee

Presented by: Diane Garcia

January 19, 2016

8:30 AM to 3:30 PM

PBIS Bootcamp

Cost: No Fee

Presented by: Kami Murphy; Kristee Laiva; Natalie Sedano

January 19, 2016

8:30 AM to 3:30 PM

Behavioral Intervention Plans, The Scoring Guide - ABA Level 1D

Cost: \$20.00

Presented by: Danielle Cote; Renee Garcia

January 20, 2016

8:30 AM to 3:30 PM

Applied Behavior Analysis for the Para-Professional - ABA Level 1A

Cost: \$20.00

Presented by: Danielle Cote; Jennifer Rountree; Renee Garcia

January 21, 2016

9:00 AM to 12:00 PM

WebIEP Training AM Session

Cost: No Fee

Presented by: Colette Garland; Cindy Quan

January 21, 2016

1:30 PM to 4:00 PM

WebIEP Training PM Session

Cost: No Fee

Presented by: Colette Garland

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UPCOMING TRAININGS@CAHELP

January 26, 2016

8:30 AM to 3:30 PM

PBIS Team Workgroup *Training years 2 and 3 only*

Cost: No Fee

Presented by: Kami Murphy

January 26, 2016

8:30 AM to 3:30 PM

Classroom Structure and Management - ABA Level 1A

Cost: \$20.00

Presented by: Danielle Cote; Renee Garcia

January 28, 2016

8:30 AM to 3:30 PM

Positive Behavioral Interventions and Supports (PBIS) Team Workgroup

Cost: No Fee

Presented by: PBIS Team

January 28, 2016

8:30 AM to 3:30 PM

PBIS Team Workgroup

Cost: No Fee

Presented by: Kami Murphy

January 28, 2016

8:30 AM to 3:30 PM

Building Effective Student Work Groups

Cost: \$20.00

Presented by: Rhonda Evans; Corinne Foley

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