

**DESERT/MOUNTAIN SELPA  
DESERT/MOUNTAIN CHARTER SELPA  
COMMUNITY ADVISORY COMMITTEE (CAC) MEETING  
AGENDA  
April 18, 2024  
4:30 p.m. – 6:00 p.m.**

**Location: CAHELP JPA – Virtual Meeting (ZOOM)**

**1.0 CALL TO ORDER**

**2.0 PUBLIC PARTICIPATION**

The general public is encouraged to participate in the deliberation of the Community Advisory Committee (CAC). Several opportunities are available during the meeting for the CAC to receive oral communication regarding the presentations of any items listed on the agenda. Please ask for recognition either before a presentation or after the presentation has been completed.

**3.0 ADOPTION OF AGENDA**

Adopting of Agenda for CAC Meeting of **April 18, 2024**

**4.0 CONSENT ITEMS**

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

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

4.1.1 Approve Minutes – February 22, 2024

**5.0 ACTION ITEMS**

**5.1 DM SELPA Local Plan**

**5.2 DM Charter SELPA Local Plan**

**6.0 REPRESENTATIVE REPORT**

## **6.1 Information Items**

6.1.1 DM Charter SELPA Member Application

6.1.2 CAC Parent Survey

6.1.3 CAC Committee Chairperson Discussion

## **7.0 CAC COMMITTEE MEMBERS COMMENTS**

## **8.0 PRESENTATION**

**8.1 Presentation:** IEP Meetings 101: Understanding the IEP Process by Karina Quezada, Psy.D., NCSP, LEP #3470 Educational Psychologist. Virtual.

## **9.0 MATTER BROUGHT BY THE COMMUNITY**

This is the time during the agenda when the SELPA CAC is again prepared to receive the comments of the public regarding items on this agenda or any school related special education issue.

When coming to the podium, the general public is requested to give their name and limit their remarks to three minutes.

Persons wishing to make complaints against CAC personnel must have filed an appropriate complaint form prior to the meeting.

When the Board goes into Closed Session, there will be no further opportunity for the general public to address the Board on items under consideration.

## **10.0 ADJOURNMENT**

The next regular meetings of the Desert/Mountain SELPA CAC will be tentatively held on **Thursday, September 19, 2024, November 14, 2024, February 20, 2025, and April 17, 2025.** The dates are subject to change based on the approved CAHELP, JPA events and meetings calendar.

**Individuals requiring special accommodations for disabilities are requested to contact Letitia Macaraeg at (760) 955-3552, at least 24 hours prior to the date of this meeting.**



## DESERT/MOUNTAIN SELPA

### DESERT/MOUNTAIN CHARTER SELPA COMMUNITY ADVISORY COMMITTEE (CAC) MEETING **MEETING MINUTES**

February 22, 2024  
4:30 p.m. – 6:00 p.m.

**Location: CAHELP JPA – Virtual Meeting (ZOOM)**

#### 1.0 CALL TO ORDER

1.1 Heidi Chavez, Program Manager Regional Services called the meeting to order at 4:35 p.m.

1.1.1 Heidi greeted all those who were attending the virtual meeting.

#### **ATTENDEES:**

|                                       |                                |
|---------------------------------------|--------------------------------|
| Jessica Soto                          | Yazmin Medina                  |
| Nicole Yeager (Trona)                 | Suzanne Jennings (Victor Elem) |
| Deanna Bishop                         | Susan Bennis (AVUSD)           |
| Stephanie Van Epps (Southern CA Flex) | Kelly Yung                     |
| Vianca Padilla (SELPA)                | Christina Leal                 |
| Yolanda Roman                         | Ana Perez                      |
| Heather Salgado                       | Kaylee Malcolm                 |
| Marysol Hurtado                       | Terri Adams                    |
| Pam Bender                            | Heather Smith                  |
| Andre Humphrey                        | Rosy Burton                    |
| Theresa Gonzales (SBCSS)              |                                |

#### 2.0 PUBLIC PARTICIPATION

The general public is encouraged to participate in the deliberation of the Community Advisory Committee (CAC). Several opportunities are available during the meeting for the CAC to receive oral communication regarding the presentations of any items listed on the agenda. Please ask for recognition either before a presentation or after the presentation has been completed.

- General public present
  - The public did not participate in the meeting portion of CAC.

### 3.0 CONSENT ITEMS

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

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

- Action to Approve Minutes of Nov. 16, 2023
  - **MOVED BY** Stephanie Van Epps
  - **SECOND BY** Kaylene Malcolm
  - Motion carried and was **approved** unanimously.
- Action to Approve Agenda for Feb. 22, 2024
  - **MOVED BY** Stephanie Van Epps
  - **SECOND BY** Andre Humphrey
  - Motion carried and was **approved** unanimously.

### 4.0 ACTION ITEMS

**4.1** There were no action items

### 5.0 PRESENTATION

**5.1** Information overview by Pamela Bender, Chief Executive Officer, of the Local Plan for Desert/Mountain SELPA and Desert/Mountain Charter SELPA. The Budget Plan and the Service Plan are reviewed yearly; Section B, 'Policies and Procedures' and the SPED Plan are reviewed every 3 years. There are several layers of governance over the Local Plan.

### 6.0 REPRESENTATIVE REPORT

#### 6.1 Information Items

##### 6.1.1 Topics or Changes of Parent Survey

**6.1.1.1** Questions/Results of the Parent Survey, which is sent out every Spring:

- How would you like to attend CAC meetings in the future? **Virtual**
- What time works best for you and your family? **4:30pm**
- Would it be helpful to offer CAC meetings at different school district offices? **N/A**

- What topics would you like to see presented at CAC? **See Attachment #1 (Family Survey Categories) and following discussion/suggestions.**

Rosy Burton commented that many families are not aware of the supports available to families (i.e. Inland Regional Center), and believes parent support groups are needed. Karen Ware suggested transitional planning for kids who are graduating as a potential topic. Diana Ramos would like to see more evidence-based programs offered to families. Heather Smith mentioned ‘free and easy to implement at home’ resources for language and literacy development would be helpful.

Deanna Bishop talked about the “Dream Big - Children’s Center” and the successes they are experiencing with children on the autism spectrum.

## **7.0 PRESENTATION**

**7.1 Presentation: Resources in the Community: How to Access Them.**

Presenters: Jessica Soto (JPA Community Outreach Lead Specialist, Yazmin Medina, Vianca Padilla, Heather Salgado, Yolanda Roman, Ana Perez and Marysol Hurtado.

## **8.0 MATTER BROUGHT BY THE COMMUNITY**

No matters were brought forward.

## **9.0 ADJOURNMENT**

The next regular meeting of the Desert/Mountain SELPA CAC will be held on **Thursday, April 18, 2024, from 4:30 – 5:00 p.m. CAC Representative Business Meeting and 5:00 - 6:00 p.m. Presentation IEP Meetings 101: Understanding the IEP Process** by Karina Quezada, Educational Psychologist. Virtual.

A motion to adjourn at 5:54 p.m. was made by Karen Ware and was seconded by Stephanie Van Epps.

- Motion carried and **approved.**



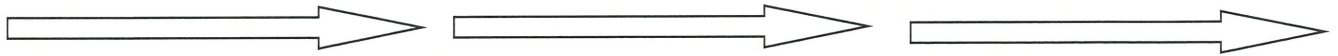
Desert Mountain Special Education Local Plan Area  
17800 Highway 18  
Apple Valley, CA 92307-1219

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

## ***Desert Mountain SELPA Local Plan – Updates for 2024-2025***

### **Section B: Governance and Administration**

#### **Special Education Local Plan Area**



#### **Special Education Local Plan Area – Local Plan Requirements**

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

#### **Policies Procedures and Programs**

#### **Administration of Regionalized Operations and Services**

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

#### **Special Education Local Plan Area Services**

- Requiring more specific description programs and services

**SELPA**

**Fiscal Year**

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



California Department of Education  
Special Education Division

SELPA

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## B. Governance and Administration

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

### Participating Local Educational Agencies

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

### Special Education Local Plan Area—Local Plan Requirements

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

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

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

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



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applicable federal and state.

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

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

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

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

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

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

**CAHELP JPA Governance Council**

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

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

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

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

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

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

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

Responsibilities of the CAHELP JPA Governance Council

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

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

Desert Mountain SELPA Steering and Finance Committee

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

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

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

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

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

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

**Distribution of Federal and State Funds**

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

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Responsibilities for Distribution of Federal and State Funds

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

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

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

B. Monitoring the Use of State and Federal Funds

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

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

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

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

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

Procedures for Changes in CAHELP JPA Governance Structure



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

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

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

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

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CAHELP JPA Governance Council reviewing, providing input and approval

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

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

A. Responsibilities of the RLA

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

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

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

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

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

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

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

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

C. CAHELP CEO

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

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

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

Desert Mountain SELPA Staff

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

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

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

Program Managers

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

- Resolution Support Services



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

Program Specialist

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

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

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

- Yes       No

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

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

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

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

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

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

Procedures for CAC appointment

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

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

Responsibilities of the CAC

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

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

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where they may express their needs and concerns regarding their children's education;

5. Conduct parent orientation, education training programs for individuals or groups as a means of increasing support for improved educational opportunities for all students;

6. Advise the CAHELP CEO and Desert Mountain SELPA Steering/Finance Committee regarding the development and review of the Local Plan and review of programs under the Local Plan;

7. Make recommendations on annual priorities to be addressed under the Local Plan to the Desert Mountain SELPA Steering/Finance Committee;

8. Assist in parent education and training. Recruit parents and other volunteers who may contribute to the implementation of the Local Plan;

9. Encourage public involvement in the development and review of the Local Plan;

10. Act in support of students with disabilities. Serve as liaison between the CAHELP CEO and the local communities;

11. Encourage regular attendance in all school programs. Assisting in parent awareness of the importance of regular school attendance;

12. Submit an annual written report to the CAHELP CEO and the Desert Mountain SELPA Steering/Finance Committee regarding progress of CAC projects;

13. Submit an annual written report to the CAHELP JPA Governance Council. Apprise the CAHELP JPA Governance Council, as needed, on matters of community concern;

14. Become familiar with the laws pertaining to special education and students with disabilities; and

15. Other duties and responsibilities as assigned by the CAHELP JPA Governance Council.

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

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

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

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

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

C. Steering/Finance Committee:

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

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

D. LEA Governing Boards are responsible for:

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

E. The CAHELP CEO is responsible to:

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

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

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

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

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

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

A. Responsibilities of the RLA

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

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

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

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

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

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

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

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

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

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

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

**C. CAHELP CEO**

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

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issues(s).  
The CAHELP JPA Governance Council shall be responsible for the selection, direction, discipline, and evaluation of the CAHELP CEO. The CAHELP JPA Governance Council shall be assisted in the hiring and selection process by the RLA.  
The CAHELP CEO is subject to the RLA's policies and procedures for day-to-day operations. The role of the SBCOE is designated as the Responsible Local Agency (RLA) and Administrative Unit (AU) for the Desert Mountain SELPA.

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

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

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

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

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



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

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

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

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

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

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

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

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



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10. For multi-LEA local plans, specify:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

A. Responsibilities of the RLA

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

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

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

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

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

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Plan.

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

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

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

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

C. CAHELP CEO

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

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

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

D. Responsibilities of Participating LEAs

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

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

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

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

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

1. Responsibilities for Distribution of Federal and State Funds

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Policies, Procedures, and Programs**

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

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

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

Document Title: Chapter 5: Supports and Services

Document Location: DMSELPA Policy Manual

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



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Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

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Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

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Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:



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Document Location:

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

Yes  No

**Administration of Regionalized Operations and Services**

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

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

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

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

2. Coordinated system of identification and assessment:

Document Title: Identification & Referral

Document Location: Desert Mountain SELPA Policy Manual: Chapter 1

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

Respective roles of the RLA/ AU: Not applicable.

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

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

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

Respective roles of the RLA/ AU: Not applicable.

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

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

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3. Coordinated system of procedural safeguards:

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

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

Respective roles of the RLA/ AU: Not Applicable.

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

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

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

Document Title:

Instructional Planning

Document Location:

Desert Mountain SELPA Policy Manual: Chapter 4

Description:

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

Respective roles of the RLA/ AU: Not applicable.

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

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

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

Document Title:

Document Location:

Description:

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

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

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

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

7. Coordinated system of data collection and management:

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Document Title:

Desert Mountain SELPA IEP Manual

Document Location:

Desert Mountain SELPA IEP Manual

Description:

Direct instructional support provided by program specialist: Not applicable.

Respective roles of the RLA/ AU: Not applicable

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

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

8. Coordination of interagency agreements:

Document Title:

Interagency Agreements

Document Location:

Desert Mountain SELPA Policy Manual: Chapter 12

Description:

Direct instructional support provided by program specialist: Not applicable.

Respective roles of the RLA/ AU: not applicable

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



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

9. Coordination of services to medical facilities:

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Direct instructional support provided by program specialist: The program specialists of the Desert Mountain SELPA when requested provide technical assistance to assure pupils have a full educational opportunity regardless of the district of special education accountability.  
  
Respective roles of the RLA/ AU: SBCSS assures the coordination of services to licensed children's institutions and foster family homes by

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Description:

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

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

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

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

Document Title:

Introduction

Document Location:

Desert Mountain SELPA Policy Manual

Description:

Direct instructional support provided by program specialist: Not applicable.

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

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

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

12. Fiscal and logistical support of the CAC:

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

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

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

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

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

Document Title:

Document Location:

Description:

Direct instructional support provided by program specialist: The program specialists in addition to the Career Technical Education team of the Desert Mountain SELPA provide staff development, program development, and innovation of special methods and approaches to LEA members for the provision of career and technical education and transition services.

Respective roles of the RLA/ AU: SBCSS assures the coordination of career and vocational education and transition services by accepting regionalized services, CTE grants, program specialist funds and the responsibilities that accompany them to assist the operations of the Desert Mountain SELPA

Role of the Chief Executive Officer: The SELPA Chief Executive Officer provides technical assistance and oversight of staff development to LEA members for the provision of career and technical education and transition services. The SELPA Chief Executive Officer ensures appropriate interagency agreements are in place and facilitates connections to agencies, as appropriate.

Role of individual LEAs: Each member district of the Desert Mountain SELPA provides appropriate career and vocational education and transition services as required under state and federal law.

15. Assurance of full educational opportunity:

Document Title:

Document Location:

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

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Description:

regardless of the district of special education accountability.

Respective roles of the RLA/ AU: Not applicable

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

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

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

Document Title: Fiscal Allocation Plan

Document Location: Desert Mountain SELPA Policy Manual: Chapter 24

Direct instructional support provided by program specialist: Not applicable

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

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

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

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

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

Description:

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

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



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

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

Document Title: Supports and Services

Document Location: Desert Mountain SELPA Policy Manual: Chapter 5

Description:

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

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

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

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

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**Special Education Local Plan Area Services**

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

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

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

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

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

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

Document Title: CAHELP Bylaws: Article XI - Arbitration

Document Location: CAHELP Bylaws

Description:

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

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

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

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

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

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

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

Document Location: Desert Mountain SELPA Policy Manual

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

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

Document Title: Chapter 18 Nonpublic Schools and Agencies

Document Location: Desert Mountain SELPA Policy Manual

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

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

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

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

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

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

Document Title: Chapter 7 Procedural Safeguards

Document Location: Desert Mountain SELPA Policy Manual

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

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



Special Education Local Plan Area (SELPA) Local Plan

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



California Department of Education

Special Education Division

Local Plan Annual Submission

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### Local Plan Section E: Annual Service Plan

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

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

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

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

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

- 330–Specialized Academic Instruction/  
Specially Designed Instruction

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

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

*Service is Not Currently Provided*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

340—Intensive Individual Instruction

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

*Service is Not Currently Provided*

350—Individual and Small Group Instruction

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

*Service is Not Currently Provided*

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415–Speech and Language

*Service is Not Currently Provided*

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

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

425–Adapted Physical Education

*Service is Not Currently Provided*

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

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

435–Health and Nursing: Specialized  
Physical Health Care

*Service is Not Currently Provided*

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

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

436–Health and Nursing: Other

*Service is Not Currently Provided*

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

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

445–Assistive Technology

*Service is Not Currently Provided*

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

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

450–Occupational Therapy

*Service is Not Currently Provided*

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

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

460–Physical Therapy

*Service is Not Currently Provided*

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

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



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

510–Individual Counseling

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

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

*Service is Not Currently Provided*

515–Counseling and Guidance

*Service is Not Currently Provided*

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

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

520–Parent Counseling

*Service is Not Currently Provided*

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

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

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

525–Social Worker  *Service is Not Currently Provided*

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

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

530–Psychological  *Service is Not Currently Provided*

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

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

535–Behavior Intervention  *Service is Not Currently Provided*

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

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

540–Day Treatment

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

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

*Service is Not Currently Provided*

545–Residential Treatment

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

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

*Service is Not Currently Provided*

610–Specialized Service for Low Incidence Disabilities

*Service is Not Currently Provided*

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

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

710–Specialized Deaf and Hard of Hearing

*Service is Not Currently Provided*

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

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

715–Interpreter

*Service is Not Currently Provided*

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

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

720–Audiological  *Service is Not Currently Provided*

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

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

725–Specialized Vision  *Service is Not Currently Provided*

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

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

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

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

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

735–Braille Transcription  *Service is Not Currently Provided*

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

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

740–Specialized Orthopedic  *Service is Not Currently Provided*

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

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

745–Reading  *Service is Not Currently Provided*

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

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

750–Note Taking  *Service is Not Currently Provided*

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

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

755–Transcription  *Service is Not Currently Provided*

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

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

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

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

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

820–College Awareness  *Service is Not Currently Provided*

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

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

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

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

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

840–Career Awareness  *Service is Not Currently Provided*

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

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

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

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

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

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855–Job Coaching  *Service is Not Currently Provided*

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

860–Mentoring  *Service is Not Currently Provided*

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

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

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

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

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

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



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

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

900–Other Related Service

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

*Service is Not Currently Provided*



Description of the "Other Related Service"

SPECIAL TRANSPORTATION

Qualifications of the Provider Delivering "Other Related Service"

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





















| A   | B   | C              | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z | AA | AB | AC | AD | AE | AF | AG | AH | AI | AJ | AK | AL | AM | AN | AO | AP | AQ | AR | AS | AT | AU | AV | AW | AX | AY |  |  |   |   |   |  |   |   |   |
|-----|---|----------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|--|---|---|---|--|---|---|---|
| 109 | DM OPERATIONS (DMOPS - COE) PARK VIEW                 | 36679186037360 |   | Y |   |   |   |   |   |   | Y |   | Y | Y | Y |   |   | Y | Y |   |   |   | Y |   | Y |    |    |    |    |    |    |    | Y  | Y  |    | Y  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |   |   |   |  |   |   |   |
| 110 | DM OPERATIONS (DMOPS - COE) PINON HILLS               | 36739576108260 |   | Y |   |   |   |   |   |   |   |   | Y |   |   |   |   | Y |   |   |   |   |   | Y |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |   |   |   |  |   |   |   |
| 111 | DM OPERATIONS (DMOPS - COE) PUESTA DEL SOL ELEMENTARY | 36679186109227 |   | Y |   |   |   |   |   |   | Y |   | Y | Y |   |   |   | Y | Y |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |   |   |   |  |   |   |   |
| 112 | DM OPERATIONS (DMOPS - COE) SERRANO                   | 36739573630233 |   | Y |   |   |   |   |   |   | Y |   | Y | Y | Y | Y | Y |   | Y | Y |   |   |   | Y |   |    |    |    | Y  |    | Y  | Y  |    |    |    |    |    |    |    |    | Y  | Y  |    | Y  |    | Y  | Y  | Y  |    |    |  |  |   |   |   |  |   |   |   |
| 113 | DM OPERATIONS (DMOPS - COE) SIEGRIST                  | 36103636097620 |   | Y |   |   |   |   |   |   | Y | Y | Y | Y | Y | Y |   |   | Y | Y |   |   |   |   |   |    | Y  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |   |   |   |  |   |   |   |
| 114 | DM OPERATIONS (DMOPS - COE) Sitting Bull Academy      | 36750770110866 |   | Y |   |   |   |   |   |   | Y |   | Y | Y |   | Y |   |   | Y | Y |   |   |   | Y |   | Y  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |   |   |   |  |   |   |   |
| 115 | DM OPERATIONS (DMOPS - COE) SULTANA                   | 36750443630746 |   | Y |   |   |   |   |   |   | Y |   | Y | Y | Y | Y | Y |   | Y | Y | Y |   |   |   | Y |    |    |    | Y  |    | Y  | Y  |    |    |    |    |    |    |    |    |    |    |    | Y  | Y  | Y  |    | Y  | Y  | Y  |  |  |   |   |   |  |   |   |   |
| 116 | DM OPERATIONS (DMOPS - COE) The Heritage School       | 36739576112924 |   | Y |   |   |   |   |   |   |   |   | Y |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |   |   |   |  |   |   |   |
| 117 | DM OPERATIONS (DMOPS - COE) Theodore Vick Elementary  | 36675870107441 |   | Y |   |   |   |   |   |   | Y |   | Y | Y |   |   |   |   | Y | Y |   | Y |   |   | Y |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  | Y |   |   |  |   |   |   |
| 118 | DM OPERATIONS (DMOPS - COE) TRONA ELE                 | 36678926037188 |   | Y |   |   |   |   |   |   | Y |   | Y |   |   |   |   |   | Y |   |   |   |   |   |   | Y  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |   | Y |   |  |   |   |   |
| 119 | DM OPERATIONS (DMOPS - COE) Victor Valley High        | 36679343638012 |   | Y |   |   |   |   |   |   | Y |   | Y | Y |   |   |   |   | Y |   |   |   |   | Y |   | Y  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  | Y | Y | Y |  | Y | Y | Y |































Special Education Local Plan Area (SELPA) Local Plan

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## LOCAL PLAN

### Section D: Annual Budget Plan

#### SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

## Local Plan Section D: Annual Budget Plan

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

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

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

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**TABLE 1**

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

**D-1. Special Education Revenue by Source**

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

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

**D-2. "Other Revenue" Source Identification**

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

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

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

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

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**TABLE 2**

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

**D-4. Total Projected Budget by Object Code**

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

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

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

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

**D-6. Code 7000—Other Outgo and Financing**

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

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

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**TABLE 3**

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

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

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

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

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

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

**D-9. Special Education Local Plan Area Allocation Plan**

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

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

- b.  YES  NO

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



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

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**TABLE 4**

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

**D-10. Regionalized Operations Budget**

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

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

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

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

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

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**TABLE 5**

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

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

**D-12. Defined Goals for Students with LI Disabilities**

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

YES     NO

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

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

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

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

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

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

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

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

Special Education Local Plan Area (SELPA) Local Plan

SELPA Desert Mountain SELPA - 3601

Fiscal Year 2024-25

**LOCAL PLAN**  
**Attachments**  
**SPECIAL EDUCATION LOCAL PLAN AREA**



California Department of Education

Special Education Division

Local Plan Annual Submission

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## Attachment I—Local Educational Agency Listing

### Participating Local Educational Agency Identification

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

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

#### **To Add or Delete Rows:**

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

#### **LEA Membership Changes:**

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

#### **SELPA County/District/School Codes**

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

Attachment I

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

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

Attachment I

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

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



Attachment II

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

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

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

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

Attachment II

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

**Attachment II—Projected Special Education Revenue by Local Educational Agency**

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

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

Attachment II

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

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

Attachment II

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

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

Attachment III

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

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

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

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

Attachment III

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

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

Attachment III

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

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

Attachment IV

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

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

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

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



Attachment IV

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

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

Attachment IV

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

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

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

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

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

Attachment V

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

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

Attachment V

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

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

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

SELPA:

Fiscal Year:

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

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

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

DO NOT  
DISTRIBUTE



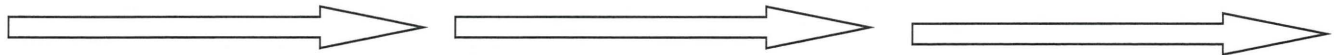
Desert Mountain Charter Special Education Local Plan Area  
17800 Highway 18  
Apple Valley, CA 92307-1219

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

## ***Desert Mountain Charter SELPA Local Plan – Updates for 2024-2025***

### **Section B: Governance and Administration**

#### **Special Education Local Plan Area**



#### **Special Education Local Plan Area – Local Plan Requirements**

- Desert/Mountain Charter SELPA  $\Rightarrow$  Desert Mountain Charter SELPA or DMCS
- #5 - Does the SELPA have policies and procedures that allow for the participation of charter schools
  - Previously required explanation but for 2024-25, no explanation if the SELPA answer is yes.

#### **Policies Procedures and Programs**

- No explanations for No responses
  - i.e. #4 – IFSP, #9 – Part C to Part B Transitions, #10 – Private School requirements

#### **Administration of Regionalized Operations and Services**

- Specific requirements in the descriptors to include:
  - Direct instructional support provided by program specialists,
  - Respective roles of the RLA/AU,
  - Role of the Chief Executive Officer,
  - Role of Individual LEAs.

#### **Special Education Local Plan Area Services**

- Requiring more specific description of programs and services



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



California Department of Education  
Special Education Division

## **B. Governance and Administration**

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

### **Participating Local Educational Agencies**

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

### **Special Education Local Plan Area—Local Plan Requirements**

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

The Desert Mountain Charter Special Education Local Plan Area (DMCS) is composed of participating local education agency (LEA) charter schools and is the governance structure responsible for the implementation of the provisions of the Local Plan. The areas covered by the DMCS are any area where an eligible charter LEA resides throughout the State of California requesting membership and obtaining approval into the DMCS by the California Association of Health and Education Linked Professions, Joint Powers Authority (CAHELP JPA) Governance Council.

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

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

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applicable federal and state law.

The CAHELP, JPA Governance Council shall ensure that all Charter LEAs within the DMCS shall have full access and opportunity to participate in the coordinated system of services for identified students with disabilities. To ensure that all identified students have access, a Charter LEA with assistance from the DMCS office, may enter into a Memorandum of Understanding (MOU) and/or a contractual arrangement with the local SELPA or surrounding SELPAs or other LEAs within close proximity to the Charter LEA, including nonpublic agencies and nonpublic schools, to ensure that students are identified, assessed, receive individualized education program planning, review, and reevaluation. The function of the DMCS and participating LEAs is to provide quality educational programs and services appropriate to the needs of each eligible student with a disability who is enrolled within the DMCS. The Responsible Local Agency (RLA) Superintendent, and CEOs of the LEA Charters are responsible for the management and supervision of all special education program operations within the DMCS . All such programs are to operate in a manner consistent with the funding provisions of the California Education Code, the Individuals with Disabilities Education Act (IDEA), other applicable laws, and DMCS policies and procedures.

The San Bernardino County Office of Education (SBCOE) is also known as the Office of the San Bernardino County Superintendent of Schools (SBCSS) and will be referred to in this document as SBCOE. SBCOE is presently designated as the Responsible Local Agency (RLA) and Administrative Unit (AU) for the DMCS., The CAHELP, JPA Governance Council may change the RLA and AU at its discretion and in accordance with California law.

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

The DMCS is governed by the CAHELP JPA Governance Council. The CAHELP JPA Governance Council shall be advised by the CAHELP CEO who shall, in turn be advised by the DMCS Executive Council, Steering/Finance Committee and the Community Advisory Committee (CAC). The CAHELP CEO is responsible to ensure that all aspects of the approved DMCS Local Plan are implemented according to the approved California Department of Education (CDE) Local Plan and by the CAHELP, JPA Governance Council.

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**CAHELP JPA Governance Council**

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

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

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

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

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

The CAHELP, JPA Governance Council shall have responsibility for overall management and direction of the Local Plan development, implementation, and operation. Governance Council members shall be involved in the budget review and approval process for the

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Local Plan. SBCOE serves as the current RLA, and any successors or later RLA, shall have responsibility for employing the number and type of DMCS staff to meet the program and service requirements necessary for the implementation of the Local Plan as determined by the CAHELP, JPA Governance Council.

**Responsibilities of the CAHELP, JPA Governance Council**

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

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

**Desert Mountain Charter Executive Council**

The Desert Mountain Charter SELPA (DMCS) Executive Council is comprised of a representative from each Charter LEA in the DMCS at the CEO level. Organizations that operate more than one Charter LEA have a single representative for all Charter LEAs. Each CEO has one vote for the Charter LEA(s) he/she represents. The DMCS Executive Council makes recommendations to the CAHELP, JPA Governance Council on fiscal and policy matters. This group meets regularly to direct and supervise the implementation of the Local Plan.

**DMCS Steering and Finance Committee**

Each participating LEA shall appoint an appropriate administrator of special education programs and an administrator of the LEAs business department to membership of the DMCS Steering and Finance Committee. The DMCS Steering and Finance Committee may be requested by the CAHELP, JPA Governance Council to provide advice or assistance in other areas as needs are identified within the DMCS.

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

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

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



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- implementation of the DMCS funding allocation plan to the Executive Council and CAHELP, JPA Governance Council; and,
- J. Review and make recommendations to the DMCS Executive Council and CAHELP JPA Governance Council regarding decisions that impact the finances of LEAs.

The DMCS shall develop procedures regarding behavioral assessment and intervention to guide all staff members and parents in responding to students with challenging behaviors. Behavioral assessment and intervention plans will be considered when a student's disciplinary actions constitute a "change of placement," when behaviors impede the learning of the student or others, and when behaviors occur that are dangerous to the student and other. (Education Code 3001, 5CCR 3052, CFR 300.346-300.520, 56341(c)(2). Policies of the DMCS outline the behavioral interventions for students receiving special education services within the DMCS.

The DMCS maintains the Management Information System (MIS). The DMCS is responsible for effective collection and maintenance of data relevant to program, placement of children, and other data required by state and federal mandates.

It shall be the policy of each LEA and the DMCS to provide data or information to the California Department of Education (CDE) that may be required by state and/or federal regulations.

The role of the LEAs is for responsible data entry, quality and integrity of information included in each LEAs MIS system. The LEAs will approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission as required by the CDE.

The CAHELP CEO shall serve on behalf of the member LEAs and implement the DMCS Local Plan including the following regional services and operations in the area of coordination of services to medical facilities.

The role of the individual LEAs is for students with disabilities who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes is the educational responsibility of the LEA in which the hospital or facility is located.

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

**Distribution of Federal and State Funds**

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



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Bylaws, and California and federal law.

**A. Responsibilities for Distribution of Federal and State Funds**

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

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

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

**B. Monitoring the Use of State and Federal Funds**

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

1. For the costs of special education and related services and supplementary aids and services provided in a general education class or other education-related setting to a student with a disability in accordance with the IEP for the child, even if one or more nondisabled children benefit from these services.
2. The CAHELP CEO, with the assistance of the DMCS Executive Council, Steering and Finance Committee, and the AU shall be responsible to monitor on an annual basis the appropriate use of all funds allocated for special education programs. Final determination and action regarding the appropriate use of special education funds shall be made by the CAHELP JPA Governance Council through the Annual Budget Plan process.

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

The DMCS is responsible for the preparation of program and fiscal reports requested by the State.

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

**Procedures for Changes in Governance Structure**

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

1. Any LEA may elect to pursue an alternative option from those specified in California Education Code 56195.1 by notifying CDE, DMCS, and the County Superintendent at least one year prior to the date the alternative plan would become effective (California Education Code 56195.3(b)).
2. Any alternative plan of an LEA is subject to the approval of the County Superintendent, which would have LEAs as participating agencies in the alternative plan (California Education Code 56195.1).
3. Approval of a proposed alternative plan by the appropriate County Superintendent(s) must be based on the capacity of the LEA(s) to ensure that special education programs and
4. services are provided to all children with disabilities (California Education Code 56140 (b)).
5. If the County Superintendent does not approve an alternative plan, the County Office shall return the plan with comments and recommendations to the LEAs. The LEAs participating in the alternative plan may appeal the decisions to the Superintendent of Public Instruction (California Education Code 56140(b)(2)).
6. Any alternative plan to be submitted by an LEA or group or LEAs currently participating in the DMCS must meet the standards established by the State Board of Education.

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

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

Opportunities for parent, community input are made through the DMCS Executive Council, DMCS Steering and Finance Committee meetings and the CAHELP JPA Governance Council meetings.

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

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

**A. Responsibilities of the RLA**

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

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

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6. The employment of staff as designated by the CAHELP JPA Governance Council to support the DMCS functions.

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

**B. Selection, Employment, and Evaluation of the SELPA Staff**

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

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

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

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

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

**C. CAHELP CEO**

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

The CAHELP JPA Governance Council shall be responsible for the selection, direction, discipline, and evaluation of the CAHELP CEO. The CAHELP JPA

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Governance Council shall assist in the hiring and selection process by the RLA.

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

The CAHELP CEO shall have the responsibility for the coordination of all the DMCS activities.

**Desert Mountain Charter SELPA Staff**

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

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

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

**Program Managers**

The DMCS employs Program Managers for various departments within the organization. The departments may include but are not limited to:

- Resolution Support Services
- Regional Professional Learning
- Career Technical Education
- Prevention and Intervention
- Compliance

**Program Specialists**

Included in the DMCS staffing are Program Specialists with areas of expertise to provide professional development, training, coaching and other supports related to special education to LEAs.

- Academics
- Alternative Dispute Resolution
- Behavior Management

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- Evidence Based Practices (EBPs)
- Improvement Science
- Positive Behavioral Supports
- Social/Emotional Learning
- Speech and Language
- Universal Design for Learning

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

Yes       No

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

The function of the Desert/Mountain Charter SELPA (DMCS) and participating LEAs is to provide quality education programs and services appropriate to the needs of each eligible student, within the authorizing LEA boundaries with a disability who is enrolled within the DMCS including charter schools who operate as a school district or as a LEA.

The DMCS provides supports throughout the State of California for member LEAs. The DMCS provides technical assistance in ensuring that all DMCS LEAs have the support necessary to fulfill their legal obligations under California Education Code, IDEA, and other applicable laws, and the DMCS policies and procedures.

State law provides geographical restrictions on the operations of charter schools. Specifically, the geographic and site limitations of the Charter Schools Act apply to all charter schools, including non-classroom-based programs. Charter schools are prohibited from operating facilities outside of the geographical boundaries of their authorizing LEA, subject to limited exceptions. A charter school must identify a single charter school that will operate within the authorizing LEAs boundaries, and that all locations be identified in the charter petition. Additionally, where a charter school provides a majority of its educational services in, and a majority of its students are residents of the county in which it is authorized, the charter school may establish a resource center, meeting space, or other satellite facility in an adjacent county, provided the facility is used exclusively for educational support of students enrolled in non- classroom-based independent study.

Charters are welcome to apply for membership to the DMCS on an annual basis. Notice on our website provides the timeline to submit applications. Once applications are received, the DMCS team and at least one CEO from the DMCS Executive Council conducts an on-site visit to the Charter LEA. Recommendations are then made to the DMCS Executive Council for membership with final approval by the CAHELP, JPA Governance Council.

For charter schools applying to the DMCS, the charter must be a LEA for special education purposes. Charter schools who wish to be considered as a LEA have the option of joining a multi-district SELPA or a charter-only SELPA. Charter schools that opt for LEA status within a multi-district or charter-only SELPA assume legal responsibility for ensuring that children with disabilities receive special education and related services to which they are entitled under federal law. DMCS is a charter-only SELPA. Charter LEAs across the state of



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California who are members of the DMCS typically operate their own special education services by either hiring or contracting with qualified staff. Some Charter LEAs seek economies of scale by forming special education service collaboratives outside of the traditional Charter SELPA structure, either with other charter schools or nearby LEAs.

Charter schools that seek LEA status and membership in a SELPA must notify their current SELPA and the CDE of their intended exit at least one full year before exiting. The charter school shall also ensure that agreements with its authorizer are conducive to membership in a new SELPA. The charter agreement and/or Memorandum of Understanding (MOU) should allow the charter school to seek LEA status and/or change SELPAs.

The DMCS Administrator (CAHELP CEO), in coordination with participating DMCS LEAs, including those that are out-of-geographic boundaries, implement the Local Plan including the coordination of interagency agreements. Interagency agreements are a mechanism for interagency coordination to ensure services required for Free Appropriate Public Education (FAPE) are provided to eligible children with disabilities. Interagency agreements provide information regarding agency roles, services for children, financial obligations, participating entities, and a process for resolving disagreements among parties to the agreement.

For Charter LEAs located outside of San Bernardino County, the Charter LEA will coordinate service agreements with the County in which the Charter LEA is located, to preserve consistency of procedure among agencies.

Additionally, Title 5 of the California Code of Regulations 3062 requires that a master contract shall be used by a charter LEA when effectuating formal agreements with certified nonpublic agencies and nonpublic schools (NPA/S). The master contract shall specify the administrative and financial agreements between the Charter LEA and the NPA/S. A continuum of placements and services must be available if needed by a child with a disability. The term of the master contract shall not exceed one year.

A MOU is an agreement established with the charter school and its authorizer regarding the format, frequency, and scope of oversight activities. While not required, a MOU between the authorizer and charter school may specify how various aspects related to the charter school's operations will be handled. Some authorizers provide extensive language to be included in the charter petition itself governing these items, others will rely on a separate MOU to provide for areas beyond those covered in the petition. A MOU could include a provision for the educational services for children with disabilities, delineating the entity responsible for providing special education instruction and related services and the process through which such compliance will be achieved. The MOU should describe any anticipated transfer of special education funds between the authorizer and the charter school, or the SELPA and the charter school.

When a child with a disability enrolls in the Charter LEA and he/she needs additional related services, the services will be the responsibility of the Charter LEA. The DMCS Administrator (CAHELP CEO) or designee will work collaboratively with the SELPA where the Charter LEA is located to contract with them or locate additional providers from the area. Clearly defined MOUs between the authorizer and the Charter LEA will help minimize and mitigate operational challenges for charter schools, authorizing entities, and the SELPA in which the

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charter LEA is located.

The DMCS as authorized by the California State Board of Education assists California Charter LEAs that have successfully completed the DMCS membership process and have signed an Agreement for Participation. Charter LEAs accepted into the DMCS are deemed LEAs pursuant to Education Code 47641 and are obligated to provide special education and related services to applying or enrolled students actually, or potentially entitled to services under applicable state and federal laws and regulations. The Agreement for Participation details the Charter LEA member, SBCOE, and the DMCS's mutual agreement for the provision of services under the Local Plan.

The DMCS endeavors that all children with disabilities attending Charter LEA members shall receive appropriate special education services, and that such special education programs and services shall be coordinated and operated in the DMCS in accordance with the approved policies and procedures defined in the Agreement for Participation.

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

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

Policies governing the Desert Mountain Charter SELPA (DMCS) shall be adopted by the CAHELP JPA Governance Council and are included as part of the Local Plan. Input may be received from parents, staff (general and special education teachers), public and nonpublic agencies, and members of the public at large during the DMCS Executive Council, DMCS Steering/Finance Committee meetings, CAC, and/or the CAHELP JPA Governance Council meetings. Individuals wishing an opportunity to address any committee/council meeting on a particular agenda item, or have the committee/council consider a topic, are invited to complete a Request to Address the particular committee of interest.

The Local Plan is developed and updated by a committee of special education teachers, general education teachers, administrators and parents of students with disabilities. Each participating LEA, including those that are out of geographic boundaries, shall appoint representatives to the Community Advisory Committee (CAC) for the purpose of advising the CAHELP CEO regarding the development, amendment, and review of the Local Plan, recommending annual priorities to be addressed by the plan; assisting in parent education; encouraging community involvement; and fulfilling such responsibilities as designated in the Local Plan.

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

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

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

**A. Responsibilities of the RLA**

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

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

**B. Selection, Employment, and Evaluation of the Charter SELPA Staff**

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

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

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

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

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

**C. CAHELP CEO**

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

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

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

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

The LEAs within the DMCS join together pursuant to Sections 56140 and 56195 of the California Education Code to adopt a plan to assure access to special education and services for all eligible individuals with disabilities participating in education within our DMCS jurisdiction. In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan. Participating LEAs may enter into additional contractual arrangements to meet the requirement of applicable federal and state law.

In adopting the Local Plan, each participating local education agency agrees to carry out the duties and responsibilities assigned to it within the plan. Each agency shall provide special education and services to all eligible students attending their charter schools. In addition,

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each agency shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the LEA of residence programs. Such cooperation ensures that a range of program options is available throughout the DMCS. Any participating LEA may provide for the education of special education students in special education programs maintained by other districts or counties and may include with the special education program students who reside in other districts or counties.

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

1. Coordinate community and state agency resources with those provided by Participating LEAs and the RLA, including initiation of such contractual agreements as may be required. Each LEA of special education accountability is responsible for the students within their jurisdiction. There are no additional contractual agreements that supersede education code.

10. For multi-LEA local plans, specify:

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

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

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

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

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



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

AB1808 requires each LEA, in developing a local plan, to cooperate with the county office of education to assure that the local plan is compatible with the local control and accountability plans adopted for the school district and the county board of education. The bill would require, commencing July 1, 2020, a special education local plan area to review its local plan at least once every three years and update as needed to ensure information contained within the plan remains relevant and accurate.

AB1808 requires the superintendent or other chief administrator of a LEA to post on the Internet Web site of the local education agency any local plan, annual

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budget plan, annual service plan, and annual assurances support plan upon approval of the special education local plan area, and any updates or revisions to the plans upon approval of the special education local plan area.

AB1808 requires a county superintendent of schools to post any local plan, annual budget plan, and annual assurances support plan upon approval of the county office of education, and all local plans submitted by special education local plan areas in the county, on the Internet Web site of the county office of education.

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

Charter LEAs, in adopting the completed Local Plan, agree to carry out the duties and responsibilities assigned within the plan, or which may be designated at a later date through agreement of the participating charter LEAs. Participating charter LEAs may also enter into additional contractual arrangements to meet the requirements of applicable federal and state law.

Each charter LEA shall ensure that children with disabilities are educated with children who are non-disabled to the maximum extent appropriate. Removal of children with disabilities from the general educational environment shall occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. It is recognized, however, that some students have educational needs so unique that it is not possible to meet those needs within their charter LEA. As a result, some students will need to receive services from other LEAs within the DMCS, or through additional contractual arrangements with LEAs outside of the DMCS. Each charter LEA shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the LEA of enrollment. Such cooperation ensures that a range of program options is available through the DMCS.

Each charter LEA is responsible to participate in regular meetings of the Desert Mountain Charter Executive Council, Steering and Finance Committee, CAC and CAHELP JPA Governance Council to ensure the administration of the Local Plan.

SELPA Program Specialists provide services to each of our LEAs including but not limited to:

1. Observe, consult with, and assist, in accordance with LEA procedures, special education teachers and support staff.
2. Utilize evidence-based data to plan programs, coordinate curricular resources and share in the evaluation of the effectiveness of programs for students with disabilities.
3. Assist with LEA staff development, program development and innovation of special methods and approaches.



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4. Provide coordination, consultation, and program development in one or more specialized areas of expertise.
5. Upon request, participate in and/or conduct IEP team meetings where technical assistance is needed.
6. Assist in mediation, due process hearings and compliance proceedings by providing expertise in knowledge of special education law and regulations as well as programs and appropriate interventions available through the DMCS.
7. Assist in developing training for parents and members of the Community Advisory Committee.
8. Provide professional development and technical assistance for general and special education teachers, administrators, support staff and parents.
9. Assist as a liaison to various community agencies such as the San Bernardino County Department of Behavioral Health, Department of Rehabilitation, Inland Regional Center, California Children's Services, and the Probation Department.
10. Conduct nonpublic school visitations to verify students are making appropriate educational progress in accordance with the IEP.
11. Coordinate the assessment of student needs for assistive technology or specialized in the least restrictive environment.
12. Direct instructional support.

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

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

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

**A. Responsibilities of the RLA**

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

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

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

**B. Selection, Employment, and Evaluation of the SELPA Staff**

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

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

The CAHELP JPA Governance Council shall be responsible for designating the staff to support the functioning of the DMCS. In reviewing and approving the DMCS

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budgets on an annual basis, the CAHELP, JPA Governance Council designates the staffing for the DMCS office upon recommendation of the CAHELP CEO. DMCS staff shall be employed by the RLA and supervised by the CAHELP CEO according to the RLA's policy and practices. The CAHELP CEO shall use a selection process that is in

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

**C. CAHELP CEO**

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

The CAHELP JPA Governance Council shall be responsible for the selection, direction, discipline, and evaluation of the CAHELP CEO. The CAHELP JPA Governance Council shall be assisted in the hiring and selection process by the RLA. The CAHELP CEO is subject to the RLA's policies and procedures for day-to-day operations. The role of SBCOE is designated as the Responsible Local Agency (RLA) and Administrative Unit (AU) for the DMCS

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

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

**1. Responsibilities for Distribution of Federal and State Funds**

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

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

State and federal funds are deposited from the San Bernardino County Treasury into the

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County School Service Fund (AU), unless otherwise directed by the CAHELP JPA Governance Council. The DMCS provides an annual allocation plan to SBCOE for distribution of state and federal funds to the LEAs according to the approved schedule of disbursement.

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

The function of the DMCS and participating LEAs is to provide quality educational programs and services appropriate to the needs of each eligible student with a disability who is enrolled within the DMCS. The Responsible Local Agency (RLA) Superintendent, and CEOs of the LEA Charters are responsible for the management and supervision of all special education program operations within the DMCS. All such programs are to be operated in a manner consistent with the funding provision of the California Education Code, the Individuals with Disabilities Education Act (IDEA), other applicable laws, and DMCS policies and procedures. The DMCS will provide technical assistance in ensuring the Charter LEAs have support necessary to fulfill their legal obligations under California Education Code, the Individuals with Education Act (IDEA), other applicable laws, and DMCS policies and procedures.

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

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

1. For the costs of special education and related services and supplementary aids and services provided in a regular class or other education-related setting to a student with a disability in accordance with the IEP for the child, even if one or more non disabled children benefit from these services.
2. To develop and implement a fully integrated and coordinated services system. The CAHELP CEO, with the assistance of the DMCS Executive Council, DMCS Steering and Finance Committee, and the AU shall be responsible to monitor on an annual basis the appropriate use of all funds allocated for special education programs. Final determination and action regarding the appropriate use of special education funds shall be made by the CAHELP JPA Governance Council through the Annual Budget Plan process.

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

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

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responsibility for resulting costs be borne by the LEA or take such other action as may be required to remedy the matter. The LEA will have the right to appeal any such determination to the CAHELP JPA Governance Council. The decision of the CAHELP JPA Governance Council shall be final.

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

Both state and federal law provide that students with disabilities are entitled to a free appropriate public education (FAPE) that includes special education and related services to meet their unique needs in the least restrictive environment (LRE). Each DMCS member must ensure that all children served under their jurisdiction who have disabilities, regardless of the severity of their disability, and who are in need of special education and related services are identified, located, evaluated, and served. Therefore, a full continuum of services are available within the DMCS.

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

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

**Policies, Procedures, and Programs**

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

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

Policy/Procedure Number:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Location:

"It shall be the policy of this LEA that all children with disabilities residing in the State, including children



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

Yes  No

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

Policy/Procedure Number:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Location:

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



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services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated:

Yes  No

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

Policy/Procedure Number:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Location:

"It shall be the policy of this LEA that children participating in early intervention programs under the Individuals with Disabilities Education Act (IDEA), Part C, and who will participate in preschool programs, experience a smooth and effective transition to preschool programs in a manner consistent with 20 USC Section 1437(a)(9). The transition process shall begin prior to the child's third birthday." The policy is adopted by the SELPA as stated:

Yes  No

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

Policy/Procedure Number:  Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Location:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Location:

Document Location:

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds

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and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes  No

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

Policy/Procedure Number:  Procedure Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:  Section(s) A-J inclusive

Document Location:

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

Yes  No

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

Policy/Procedure Number:  Section B

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Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Location:

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

Yes  No

**Administration of Regionalized Operations and Services**

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

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

Document Title:

Document Location:

Description:

2. Coordinated system of identification and assessment:

Document Title:



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Document Location:

Description:

3. Coordinated system of procedural safeguards:

Document Title:

Document Location:

Description:

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Executive Officer also assures procedural safeguards by providing technical assistance and guidance on forms and procedures to Charter LEAs in the areas of assessment, identification, services and placement

Role of individual LEAs: The member Charter LEAs of the Desert Mountain SELPA provide procedural safeguards to parents consistent with the education code, assist parents with understanding them, and ensures that they are implemented. The Charter LEAs assist parents with filing complaints with the Office of Administrative Hearings when requested.

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

Document Title:

Document Location:

Description:

Direct instructional support provided by program specialist: The program specialists of the Desert Mountain Charter SELPA provide staff development, program development, and innovation of special methods and approaches for SELPA and Regional members as well as parents and community.

Respective roles of the RLA/ AU: Not Applicable.

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

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

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

Document Title:

Document Location:

Description:

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

Respective roles of the RLA/ AU: Not applicable.

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

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

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

Document Title:

Document Location:

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

Respective roles of the RLA/ AU: SBCSS assures a coordinated system of internal program review, evaluation of effectiveness of the local plan, and implementation of the local plan accountability system by accepting regionalized services and program specialist funds and the

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Description:

responsibilities that accompany them to monitor the funding of the operations of the Desert Mountain Charter SELPA.

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

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

7. Coordinated system of data collection and management:

Document Title:

Desert Mountain SELPA IEP Manual

Document Location:

Desert Mountain SELPA IEP Manual

Description:

Direct instructional support provided by program specialist: Not applicable.

Respective roles of the RLA/ AU: Not applicable

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

Role of individual LEAs: The member districts of the Desert Mountain Charter SELPA LEAs are responsible for data entry, quality and integrity. The Charter LEAs approve and certify the California

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Longitudinal Assessment and Pupil Data System (CALPADS) submission as required by the California Department of Education.

8. Coordination of interagency agreements:

Document Title:

Document Location:

Description:

9. Coordination of services to medical facilities:

Document Title:

Document Location:

Description:

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designated Charter LEAs.

Role of individual LEAs: Individuals with exceptional needs who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes are the educational responsibility of the Desert Mountain Charter SELPA member LEA in which the hospital or facility is located.

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

Document Title:

Document Location:

Description:

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

Respective roles of the RLA/ AU: SBCSS assures the coordination of services to licensed children's institutions and foster family homes by accepting regionalized services and program specialist funds and the responsibilities that accompany them to oversee the funding operations of the Desert Mountain Charter SELPA.

Role of the Chief Executive Officer: The SELPA Chief Executive Officer facilitates the coordination of services to licensed children's institutions and foster family homes.

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

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

Document Title:

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Document Location:

Description:

Direct instructional support provided by program specialist: Not applicable.

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

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

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

12. Fiscal and logistical support of the CAC:

Document Title:

Document Location:

Description:

Direct instructional support provided by program specialist: The program specialist of the Desert Mountain Charter SELPA provide training and logistical support to the CAC.

Respective roles of the RLA/ AU: Not Applicable

Role of the Chief Executive Officer: The SELPA Chief Executive Officer ensures fiscal and logistical support for CAC meetings, events, and trainings.

Role of individual LEAs: The superintendents of the Desert Mountain SELPA and Desert Mountain Charter member LEAs through the CAHELP Governance Board ensure the SELPA has sufficient resources to provide fiscal and logistical support for the CAC. Special Education Directors of the Desert Mountain Charter SELPA member districts facilitate communication with their CAC representative(s) for this

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

Document Title:

Document Location:

Description:

Direct instructional support provided by program specialist: Not Applicable

Respective roles of the RLA/ AU: SBCSS assures the coordination of transportation services for individuals with exceptional needs by accepting regionalized services and program specialist funds and the responsibilities that accompany them to oversee and monitor the funding operations for the Desert Mountain Charter SELPA.

Role of the Chief Executive Officer: The SELPA Chief Executive Officer provides guidance and technical assistance, as requested, in addressing questions regarding the provision of transportation services for individuals with exceptional needs.

Role of individual LEAs: Each member Charter LEA of the Desert Mountain Charter SELPA is responsible for providing transportation for their students with disabilities as determined by their IEP teams

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

Document Title:

Document Location:

Direct instructional support provided by program specialist: The program specialists in addition to the Career Technical Education team of the Desert Mountain Charter SELPA provide staff development, program development, and innovation of special methods and approaches to Charter LEA members for the provision of career and technical education and transition services.

Respective roles of the RLA/ AU: SBCSS assures the coordination of career and vocational education and transition services by accepting



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Description:

regionalized services, CTE grants, program specialist funds and the responsibilities that accompany them to assist the operations of the Desert Mountain Charter SELPA

Role of the Chief Executive Officer: The SELPA Chief Executive Officer provides technical assistance and oversight of staff development to Charter LEA members for the provision of career and technical education and transition services. The SELPA Chief Executive Officer ensures appropriate interagency agreements are in place and facilitates connections to agencies, as appropriate.

Role of individual LEAs: Each member LEA of the Desert Mountain SELPA provides appropriate career and vocational education and transition services as required under state and federal law.

15. Assurance of full educational opportunity:

Document Title:

Document Location:

Description:

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

Respective roles of the RLA/ AU: Not applicable

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

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

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

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Direct instructional support provided by program specialist: The program specialists of the Desert Mountain Charter SELPA provide direct instructional program support when requested to do so by a member Charter LEA.  
  
Respective roles of the RLA/ AU: SBCSS assures direct instructional program support that may be provided by program specialists by accepting regionalized services and program specialist funds and the

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Description:

responsibilities that accompany them to oversee the funding operations of the Desert Mountain Charter SELPA.

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

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

**Special Education Local Plan Area Services**

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

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Local Plan and DMCS Policies and Procedures

It shall be the policy of the Charter Special Education Local Plan Area (SELPA) that public hearings, adequate notices of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities, are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the Individuals with Disabilities Education Act (IDEA). Per the Charter SELPA Local Plan, the California Association of

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Description:

Health and Education Linked Professions, Joint Powers Authority (CAHELP JPA) Governance Council is responsible for approval of policy for special education programs and services that relate to the Charter SELPA. Policies governing the Charter SELPA are adopted by the CAHELP JPA and included as part of the Local Plan. Input may be received from parents, staff, public and nonpublic agencies, and members of the public at large. It is the practice that policies are presented to the Charter SELPA Executive Council for review then brought back for revision, if recommended, then presented to the CAHELP JPA Governance Council for review and final approval and adoption. Charter Local Education Agencies (LEAs) will have the policies available for review and comment by the public, parents of children with disabilities, or individuals with disabilities.

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

Document Title:

Document Location:

Description:

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

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

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

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D. The arbitrator shall consider CAHELP JPA as a governmental agency and risk sharing organization, and the parties relationship as an honorable one and neither a contract of adhesion or otherwise as an agreement between parties with adverse interests. The arbitrator shall seek to enforce the terms of the parties' agreements and the intentions of the parties at the time of entering into those agreements, in a fair and objective manner.  
E. A judgment based on the decision of the arbitrator may be entered in any court having jurisdiction upon the request of the member agency or CAHELP JPA.

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

Document Title:

DMCS Chapter 1: Identification and Referral of Individuals for Special Education  
DMCS Chapter 9: Behavioral Interventions and Supports for Students with Disabilities

Document Location:

Desert Mountain Charter SELPA Policy Manual

DMCS Policies and Procedures  
Chapter 1 – Section A Child Find  
It is the policy of the Charter SELPA that children with disabilities age six through 21 be actively sought and identified by the public schools. The child find process includes a section of the Charter Chapter 1 – Identification & Referral of Individuals for Special Education, Charter SELPA Page 3 As of 8/26/2021 Steering Committee Review LEA's annual notice to all parents that references the referral of children with disabilities. All children with disabilities and their parents are guaranteed their procedural safeguards with regard to identification, assessment, and placement in special education programs. School personnel, parents, outside agencies working with the child, guardians and/or surrogate parents who show legal documentation of educational rights may all serve as sources of referral for a child for possible identification as a child with a disability. Such identification procedures shall be coordinated with school site and Charter LEA procedures for referral of children with needs that cannot be met with modification of the general education instructional program.  
Chapter 1: Section B - Referral for Evaluation for Special Education Services

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Description:

A child shall be referred for special education instruction and services only after the resources of the general education program have been considered and used where appropriate (Education Code § 56303). Education Code § 56329, provides that, when making a determination of eligibility for special education and related services, Charter LEAs shall not determine that a child is a child with a disability if the primary factor for such determination is a lack of appropriate instruction in reading, including the essential components of reading instruction pursuant to Title 20 of the United States Code § 6368 of the No Child Left Behind Act, lack of instruction in math, or limited English proficiency (LEP). California Education Code § 56301(d)(1). Each special education local plan area shall establish written policies and procedures pursuant to Section 56205 for use by its constituent local agencies for a continuous child find system that addresses the relationships among identification, screening, referral, assessment, planning, implementation, review, and the triennial assessment. The policies and procedures shall include, but need not be limited to, written notification of all parents of their rights under this chapter, and the procedure for initiating a referral for assessment to identify individuals with exceptional needs. All referrals for special education and related services from school staff shall include a brief reason for the referral and description of the general education program resources that were considered and/or modified for use with the child, and their effect (Title 5 of the California Code of Regulations § 3021).

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

Document Title:

Document Location:

DMCS Policies and Procedures

Nonpublic, nonsectarian school and agency (NPS/NPA) services shall be available to children in the Desert Mountain Charter Special Education Local Plan Area (SELPA) when no appropriate public educational services are available within the Charter Local Education Agency (LEA), neighboring counties or SELPAs, or state special schools.

The Charter LEA Governing Board may approve the contract with state-



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Description:

certified NPS/NPA to provide special education services or facilities when an appropriate public education program is not available. When entering into contracts with a NPS/NPA, the Charter LEA shall consider the needs of the individual child with a disability and the recommendations of the IEP team. The IEP team shall remain accountable for monitoring the progress of children placed in NPS/NPA programs towards the goals identified in each child's IEP. Nonpublic, nonsectarian school (NPS) services can be used when the resources available to the Charter LEA staff are not sufficient to adequately identify the child's needs. When a Charter LEA places a child with a disability with a NPS/NPA provider, the Charter LEA must verify through the Charter SELPA that the NPS/NPA provider is California Department of Education (CDE) certified. NPS/NPA must meet the following CDE standards:

- The agency has adequately trained personnel;
- The agency has appropriate facilities and equipment; and
- The agency meets health, fire, and safety standards.

The SELPA Program Manager for Compliance/Non-Public School Coordinator will annually monitor NPS' for compliance with the provisions set forth in Assembly Bill (AB) 1858. AB 1858 includes requirements for NPS' that provide special education and related services to children with disabilities residing in a Licensed Children's Institution (LCI) or in Foster Family Homes (FFH). Every attempt will be made to assure student progress so that a child may ultimately be able to return to some form of public school program. It is the Charter LEA's responsibility to monitor the progress of children placed in NPS programs. The SELPA Program Manager for Compliance shall act as a liaison between the Charter SELPA, the Charter LEA, and the NPS as needed. Children with disabilities may be enrolled concurrently in both public and NPS services, provided one is the major enrollment and the other is supplemental. This determination will be made by the Charter LEA IEP team based upon the educational needs of the child and will be provided only when this arrangement best meets these needs. The Charter LEA will consider nonpublic placement and/or services for all children who require such services in order to benefit from their educational program as determined by the IEP team. In order to ensure that the child is being provided such a program within the Least Restrictive Environment (LRE), the IEP team shall utilize such NPS/NPA services only after exploring all public school program alternatives.

6. A description of the process by which the SELPA will fulfill the obligations to provide free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances

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described in *EC 56026(c)(4)*) who has been incarcerated in a county jail and remains eligible for special education services:

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

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

Document Title:

Document Location:

Description:



Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

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



California Department of Education

Special Education Division

Local Plan Annual Submission

SELPA:

Fiscal Year:

### Local Plan Section E: Annual Service Plan

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

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

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

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

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

- 330–Specialized Academic Instruction/  
Specially Designed Instruction

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

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

*Service is Not Currently Provided*

Section E: Annual Service Plan

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210–Family Training, Counseling, Home Visits (Ages 0-2 only)

*Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

220–Medical (Ages 0-2 only)

*Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

230–Nutrition (Ages 0-2 only)

*Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

240–Service Coordination (Ages 0-2 only)

*Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

250–Special Instruction (Ages 0-2 only)

*Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

260–Special Education Aide (Ages 0-2 only)

*Service is Not Currently Provided*

Section E: Annual Service Plan

SELPA:

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Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

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

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

- 340–Intensive Individual Instruction

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

- Service is Not Currently Provided*

- 350–Individual and Small Group Instruction

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

- Service is Not Currently Provided*

- 415–Speech and Language                       *Service is Not Currently Provided*

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

Section E: Annual Service Plan

SELPA:

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comprehension, or expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic or cultural factors are not included. Services include specialized instruction and services, monitoring, reviewing, and consultation, and may be direct or indirect, including the use of a speech consultant.

425–Adapted Physical Education

*Service is Not Currently Provided*

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

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

435–Health and Nursing: Specialized  
Physical Health Care

*Service is Not Currently Provided*

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

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

436–Health and Nursing: Other

*Service is Not Currently Provided*

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

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

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and nursing services are expected to supplement the regular health services program.

445–Assistive Technology

*Service is Not Currently Provided*

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

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

450–Occupational Therapy

*Service is Not Currently Provided*

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

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

460–Physical Therapy

*Service is Not Currently Provided*

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

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

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510–Individual Counseling

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

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

*Service is Not Currently Provided*

515–Counseling and Guidance

*Service is Not Currently Provided*

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

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

520–Parent Counseling

*Service is Not Currently Provided*

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

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

525–Social Worker

*Service is Not Currently Provided*

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

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

530–Psychological

*Service is Not Currently Provided*

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

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

535–Behavior Intervention

*Service is Not Currently Provided*

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

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

540–Day Treatment

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

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

*Service is Not Currently Provided*



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545–Residential Treatment

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

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

*Service is Not Currently Provided*

610–Specialized Service for Low Incidence Disabilities

*Service is Not Currently Provided*

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

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

710–Specialized Deaf and Hard of Hearing

*Service is Not Currently Provided*

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

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

715–Interpreter

*Service is Not Currently Provided*

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

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

720–Audiological

*Service is Not Currently Provided*

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

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

725–Specialized Vision  *Service is Not Currently Provided*

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

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

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

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

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

735–Braille Transcription  *Service is Not Currently Provided*

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

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

740–Specialized Orthopedic  *Service is Not Currently Provided*

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

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

745–Reading  *Service is Not Currently Provided*

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

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

750–Note Taking  *Service is Not Currently Provided*

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

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

755–Transcription  *Service is Not Currently Provided*

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

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

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

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

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

820–College Awareness  *Service is Not Currently Provided*

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

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

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

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

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

- 840–Career Awareness       *Service is Not Currently Provided*

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

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

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

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

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

- 855–Job Coaching       *Service is Not Currently Provided*

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

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

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860–Mentoring  *Service is Not Currently Provided*

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

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

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

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

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

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

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

900–Other Related Service

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

*Service is Not Currently Provided*



Description of the "Other Related Service"

Qualifications of the Provider Delivering "Other Related Service"

**Attachment VI - Specialized Academic Instruction and Related Services**

If code 900 is selected, the specific service must be defined in Local Plan Section E: Annual Service Plan. Licensing, certification, and provider qualifications to provide each identified service must be in accordance with law. Attachment VI must be included with each Local Plan Section E: Annual Service Plan submission to the California Department of Education(CDE).

**Date:**

**Fiscal Year:**

**SELPA Name: 3651 De**

| CDE Official<br>Local Educational Agency Name | School or Site Name             | County/District/<br>School Code<br>(xx-xxxxx-xxxxxxx) | Charter Number<br>(If applicable)<br>(xxxx) | Special Education Servi |     |
|---|---------------------------------|---|---|-------------------------|-----|
|   |                                 |   |   | 330                     | 210 |
| ALLEGIANCE STEAM ACADEMY - THR                | ALLEGIANCE STEAM ACADEMY - THR  | 01375470137547  | 1945  | Y                       |     |
| ALLEGIANCE STEAM FONTANA                      | ALLEGIANCE STEAM ACA - FONTANA  | 01419520141952  | 2130  | Y                       |     |
| ASA Charter                                   | ASA CHARTER                     | 01077300107730  | 0677  | Y                       |     |
| AVESON GLOBAL LEADERSHIP ACADE                | AVESON GLOBAL LEADERSHIP ACADE  | 01134640113464  | 0487  | Y                       |     |
| AVESON SCHOOL OF LEADERS                      | AVESON SCHOOL OF LEADERS CHART  | 01134720113472  | 0848  | Y                       |     |
| BALLINGTON ACADEMY                            | BALLINGTON ACADEMY FOR THE ART  | 01184550118455  | 1030  | Y                       |     |
| DESERT TR PREP CHARTER                        | DESERT TRAILS PREP CHARTER      | 61119186111918  | 1522  | Y                       |     |
| ENCORE JR/SR VPA CHARTER                      | ENCORE JR/SR CHTR               | 01167070116707  | 0971  | Y                       |     |
| JULIA LEE PERFORMING ARTS ACA                 | JULIA LEE PERFORMING ARTS ACADE | 01378510137851  | 1988  | Y                       |     |
| LAVERNE ELEM PREP ACADEMY                     | LAVERNE ELEM PREP ACA CHTR      | 01180590118059  | 1034  | Y                       |     |
| LEONARDO DA VINCI CHARTER                     | LEONARDO DA VINCI HEALTH SCIENC | 01195940119594  | 1082  | Y                       |     |
| ODYSSEY CHARTER                               | ODYSSEY CHARTER                 | 61168836116883  | 0249  | Y                       |     |
| ODYSSEY SOUTH - OCS                           | ODYSSEY SOUTH - OCS             | 01369450136945  | 1921  | Y                       |     |
| PASADENA ROSEBUD ACADEMY                      | PASADENA ROSEBUD ACADEMY        | 01138940113894  | 0857  | Y                       |     |
| PATHWAYS TO COLLEGE                           | PATHWAYS TO COLLEGE CHARTER     | 01124410112441  | 0801  | Y                       |     |
| SOUTHERN CALIFORNIA FLEX ACADEM               | SOUTHERN CALIFORNIA FLEX ACADEM | 01381070138107  | 1975  | Y                       |     |
| TAYLION HD ACADEMY - ADELANTO                 | TAYLION HIGH DESERT ACADEMY     | 01284620128462  | 1520  | Y                       |     |

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| 220 | 230 | 240 | 250 | 260 | 270 | 340 | 350 | 415 | 425 | 435 | 436 | 445 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
|     |     |     |     |     |     | Y   |     | Y   | Y   |     |     |     |
|     |     |     |     |     |     | Y   |     | Y   | Y   |     |     |     |
|     |     |     |     |     |     |     |     | Y   |     |     |     |     |
|     |     |     |     |     |     | Y   |     | Y   | Y   |     |     |     |
|     |     |     |     |     |     | Y   |     | Y   | Y   |     |     | Y   |
|     |     |     |     |     |     |     |     | Y   |     |     |     |     |
|     |     |     |     |     |     |     |     | Y   |     |     |     |     |
|     |     |     |     |     |     |     |     | Y   |     |     |     |     |
|     |     |     |     |     |     | Y   |     | Y   |     |     |     |     |
|     |     |     |     |     |     |     |     | Y   |     |     |     |     |
|     |     |     |     |     |     | Y   |     | Y   |     |     |     |     |
|     |     |     |     |     |     | Y   |     | Y   |     |     |     |     |
|     |     |     |     |     |     | Y   |     | Y   | Y   |     |     |     |
|     |     |     |     |     |     |     |     | Y   |     |     |     |     |
|     |     |     |     |     |     |     |     | Y   |     |     |     |     |
|     |     |     |     |     |     | Y   |     | Y   | Y   |     |     |     |



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| 450 | 460 | 510 | 515 | 520 | 525 | 530 | 535 | 540 | 545 | 610 | 710 | 715 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Y   | Y   | Y   | Y   |     |     |     |     |     |     | Y   | Y   |     |
| Y   |     | Y   |     |     |     |     |     |     |     |     |     |     |
| Y   |     |     | Y   |     |     | Y   |     |     |     |     |     |     |
| Y   |     | Y   |     |     |     |     | Y   |     |     |     |     |     |
| Y   | Y   | Y   |     |     |     |     | Y   |     |     | Y   | Y   |     |
|     |     | Y   |     |     |     |     |     |     |     |     |     |     |
| Y   |     | Y   | Y   |     |     |     |     |     |     |     |     |     |
|     |     | Y   | Y   |     | Y   |     |     |     |     |     | Y   |     |
| Y   |     |     | Y   |     |     |     |     |     |     |     |     |     |
| Y   |     | Y   | Y   |     |     |     | Y   |     |     |     | Y   |     |
| Y   |     | Y   | Y   |     |     |     | Y   |     |     |     | Y   |     |
| Y   |     | Y   |     |     | Y   |     |     |     |     |     |     |     |
| Y   | Y   | Y   | Y   |     | Y   | Y   |     |     |     |     |     |     |
| Y   |     |     | Y   |     | Y   |     |     |     |     |     | Y   |     |

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| 720 | 725 | 730 | 735 | 740 | 745 | 750 | 755 | 760 | 820 | 830 | 840 | 850 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
|     | Y   | Y   |     |     |     |     |     |     |     |     |     |     |
|     |     |     |     |     |     |     |     |     |     |     |     |     |
|     | Y   |     |     |     |     |     |     |     |     |     | Y   |     |
|     | Y   | Y   |     |     |     |     |     |     | Y   |     | Y   |     |
|     | Y   | Y   |     |     |     |     |     |     |     |     |     |     |
|     |     |     |     |     |     |     |     |     |     |     |     |     |
|     |     |     |     |     |     |     |     |     |     |     |     |     |
| Y   | Y   |     |     |     |     |     |     |     | Y   |     | Y   |     |
|     |     |     |     |     |     |     |     |     |     |     |     |     |
| Y   |     |     |     |     |     |     |     |     |     |     |     |     |
|     |     |     |     |     |     |     |     |     |     |     |     |     |
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|     |     |     |     |     |     |     |     |     |     |     |     |     |
|     |     |     |     |     |     |     |     |     | Y   | Y   | Y   |     |
| Y   |     |     |     |     |     |     | Y   |     | Y   | Y   | Y   |     |

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| 855 | 860 | 865 | 870 | 890 | 900 |
|-----|-----|-----|-----|-----|-----|
|     |     |     |     |     |     |
|     |     |     |     |     | Y   |
|     |     |     |     | Y   |     |
|     |     |     |     |     | Y   |
|     |     |     |     |     |     |
|     | Y   |     |     | Y   | Y   |
|     |     |     |     |     |     |
|     |     |     |     |     |     |
|     |     |     |     |     |     |
|     |     |     |     |     |     |
|     |     |     |     |     | Y   |
|     |     |     |     | Y   |     |
| Y   |     |     | Y   | Y   |     |

## LOCAL PLAN

### Section D: Annual Budget Plan

#### SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

## Local Plan Section D: Annual Budget Plan

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

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

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

SELPA

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**TABLE 1**

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

**D-1. Special Education Revenue by Source**

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

| Funding Revenue Source           | Amount                                 | Percentage of Total Funding |
|----------------------------------|--|-----------------------------|
| Assembly Bill (AB) 602 State Aid | <input type="text" value="6,629,236"/> | 84.21%                      |
| AB 602 Property Taxes            | <input type="text" value="0"/>         | 0.00%                       |
| Federal IDEA Part B              | <input type="text" value="1,114,779"/> | 14.16%                      |
| Federal IDEA Part C              | <input type="text" value="0"/>         | 0.00%                       |
| State Infant/Toddler             | <input type="text" value="0"/>         | 0.00%                       |
| State Mental Health              | <input type="text" value="0"/>         | 0.00%                       |
| Federal Mental Health            | <input type="text" value="113,650"/>   | 1.44%                       |
| Other Projected Revenue          | <input type="text" value="14,807"/>    | 0.19%                       |
| <b>Total Projected Revenue:</b>  | <b>7,872,472</b>                       | <b>100.00%</b>              |

**D-2. "Other Revenue" Source Identification**

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

Other projected revenue includes Federal Special Education Alternate Dispute Resolution grant funding.

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

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

Section D: Annual Budget Plan

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**TABLE 2**

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

**D-4. Total Projected Budget by Object Code**

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

| <b>Object Code</b>                         | <b>Amount</b>                          | <b>Percentage of Total Expenditures</b> |
|--|--|---|
| Object Code 1000—Certificated Salaries     | <input type="text" value="4,833,552"/> | 43.57%                                  |
| Object Code 2000—Classified Salaries       | <input type="text" value="1,725,213"/> | 15.55%                                  |
| Object Code 3000—Employee Benefits         | <input type="text" value="1,625,629"/> | 14.66%                                  |
| Object Code 4000—Supplies                  | <input type="text" value="105,530"/>   | 0.95%                                   |
| Object Code 5000—Services and Operations   | <input type="text" value="2,737,839"/> | 24.68%                                  |
| Object Code 6000—Capital Outlay            | <input type="text" value="0"/>         | 0.00%                                   |
| Object Code 7000—Other Outgo and Financing | <input type="text" value="64,874"/>    | 0.58%                                   |
| <b>Total Projected Expenditures:</b>       | 11,092,637                             | 100.00%                                 |

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

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

**D-6. Code 7000—Other Outgo and Financing**

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

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

Section D: Annual Budget Plan

SELPA

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**TABLE 3**

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

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

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

| Revenue Source                            | Amount                                 | Percentage of Total Funding |
|---|--|-----------------------------|
| Projected State Special Education Revenue | <input type="text" value="6,629,236"/> | 59.76%                      |
| Projected Federal Revenue                 | <input type="text" value="1,243,236"/> | 11.21%                      |
| Local Contribution                        | <input type="text" value="3,220,165"/> | 29.03%                      |
| <b>Total Revenue from all Sources:</b>    | 11,092,637                             | 100.00%                     |

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

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

D-9. Special Education Local Plan Area Allocation Plan

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

The Desert Mountain Charter SELPA special education revenue distribution model combines CDE certified state AB 602 funding and federal local assistance funding to calculate an equalized funding rate. This rate is then multiplied by each member LEA's funded ADA to determine their respective apportionments. Before distribution, adjustments are made for program specialists, administrative costs, risk and set-aside allocations, purchased services, and other governance-approved service fees. Additionally, a portion of the funding is retained at the Charter SELPA level to centralize services and enhance overall capacity.

- b.  YES  NO

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



Section D: Annual Budget Plan

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

Section D: Annual Budget Plan

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**TABLE 4**

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

**D-10. Regionalized Operations Budget**

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

| Accounting Categories and Codes                | Amount                               | Percentage of Total |
|--|--------------------------------------|---------------------|
| Object Code 1000—Certificated Salaries         | <input type="text" value="300,491"/> | 34.34%              |
| Object Code 2000—Classified Salaries           | <input type="text" value="246,350"/> | 28.15%              |
| Object Code 3000—Employee Benefits             | <input type="text" value="227,570"/> | 26.01%              |
| Object Code 4000—Supplies                      | <input type="text" value="3,565"/>   | 0.41%               |
| Object Code 5000—Services and Operations       | <input type="text" value="35,583"/>  | 4.07%               |
| Object Code 6000—Capital Outlay                | <input type="text" value="0"/>       | 0.00%               |
| Object Code 7000—Other Outgo and Financing     | <input type="text" value="61,505"/>  | 7.03%               |
| <b>Total Projected Operating Expenditures:</b> | <b>875,064</b>                       | <b>100.00%</b>      |

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

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

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

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**TABLE 5**

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

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

**D-12. Defined Goals for Students with LI Disabilities**

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

YES     NO

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

Member charters utilize restricted classes within the school's accounting system or employ unique identifiers to categorize low incidence expenditures. The Charter SELPA assigned a distinctive management code specifically designated for segregating low incidence expenditures. In some instances, the SELPA directly procures equipment on behalf of its members, while in other instances, members are reimbursed for low incidence-related expenses upon submission of an invoice and accompanying documentation to the Charter SELPA.

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

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

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

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

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

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

Special Education Local Plan Area (SELPA) Local Plan

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**LOCAL PLAN**  
**Attachments**  
**SPECIAL EDUCATION LOCAL PLAN AREA**



California Department of Education

Special Education Division

Local Plan Annual Submission

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**Attachment I—Local Educational Agency Listing****Participating Local Educational Agency Identification**

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

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

**To Add or Delete Rows:**

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

**LEA Membership Changes:**

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

**SELPA County/District/School Codes**

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

Attachment I

SELPA: Desert Mountain Charter SELPA-3651

Fiscal Year: 2024-25

| Add or Delete Row | County Code xx | District Code xxxxx | School Code xxxxxxx | Charter Code (if applicable) xxxx | LEA Official Name (District, Charter, COE, JPA, and SELPA) | Special Education Director First Name | Special Education Director Last Name | Phone (xxx) xxx-xxxx | Email                         | LEA Status          |
|-------------------|----------------|---------------------|---------------------|-----------------------------------|--|---------------------------------------|--------------------------------------|----------------------|-------------------------------|---------------------|
| 1                 | 36             | 67678               | 137547              | 1945                              | Allegiance STEAM Academy                                   | Callie                                | Moreno                               | 626-376-5230         | callie.moreno@asathrive.org   | Previously Reported |
| 2                 | 36             | 67710               | 141952              |                                   | Allegiance STEAM Academy                                   | Callie                                | Moreno                               | 626-376-5230         | callie.moreno@asathrive.org   | Previously Reported |
| 3                 | 36             | 67876               | 107730              | 677                               | ASA Charter School   | Anthony                               | Lucey                                | 909-475-3322         | AnthonyL@asacharterschool.com | Previously Reported |
| 4                 | 19             | 64881               | 113464              | 487                               | Aveson Global Leadership Academy                           | Kelly                                 | Jung                                 | 626-797-1438         | kellyjung@aveson.org          | Previously Reported |
| 5                 | 19             | 64881               | 113472              | 848                               | Aveson School of Leaders                                   | Kelly                                 | Jung                                 | 626-797-1438         | kellyjung@aveson.org          | Previously Reported |
| 6                 | 13             | 63123               | 118455              | 1030                              | Ballington Academy   | Doreen                                | Mulz                                 | 760-353-0140         | dmulz@voa-swcal.org           | Previously Reported |
| 7                 | 36             | 10363               | 6111918             | 1522                              | Desert Trails Preparatory Academy                          | Debra                                 | Tarver                               | 760-536-7680         | debbie.tarver@dtpacademy.com  | Previously Reported |
| 8                 | 36             | 75051               | 136960              | 1923                              | Elite Academic Academy                                     | Jennifer                              | Edick                                | 866-354-8302         | jedick@eliteacademmic.com     | Transfer To         |
| 9                 | 36             | 75044               | 116707              | 971                               | Encore Charter School                                      | St. Claire                            | Adriaan                              | 760-949-2036         | sadriaan@encorehighschool.com | Previously Reported |
| 10                | 33             | 10330               | 137851              | 1988                              | Julia Lee Performing Arts Academy                          | Rachel                                | Thomas                               | 951-595-4500         | rthomas@jipaaschool.org       | Previously Reported |
| 11                | 36             | 75044               | 118059              | 1034                              | Laverne Elementary Preparatory Academy                     | Debra                                 | Tarver                               | 760-948-4333         | debbie.tarver@lepacademy.com  | Previously Reported |
| 12                | 37             | 68023               | 119594              | 1082                              | Leonardo da Vinci Health Sciences Charter                  | Anne                                  | Laird                                | 619-420-0066         | anne.laird@davincicharter.org | Previously Reported |

Attachment I

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Fiscal Year:

| Add or Delete Row | List | County Code | District Code | School Code | Charter Code | LEA Official Name<br>(District, Charter, COE, JPA, and SELPA) | Special Education Director First Name | Special Education Director Last Name | Phone<br>(xxx) xxx-xxxx | Email                              | LEA Status                 |
|-------------------|------|-------------|---------------|-------------|--------------|---|---------------------------------------|--------------------------------------|-------------------------|------------------------------------|----------------------------|
|                   | 13   | 19          | 10199         | 6116883     | 249          | Odyssey Charter School  | Chasityflame                          | Price                                | 626-229-0993            | chasityflamep@ocsmall.org          | <b>Previously Reported</b> |
|                   | 14   | 19          | 64881         | 136945      | 1921         | Odyssey Charter School-South                                  | Chasityflame                          | Price                                | 626-229-0993            | chasityflamep@ocsmall.org          | <b>Previously Reported</b> |
|                   | 15   | 15          | 64881         | 113894      | 857          | Pasadena Rosebud Academy                                      | LaTonya                               | Thomas                               | 626-797-7704            | latonya.thomas@pasadenarosebud.com | <b>Previously Reported</b> |
|                   | 16   | 36          | 75044         | 112441      | 801          | Pathways to College   | James                                 | Connell                              | 760-949-8002            | james.connell@pathwaysk8.com       | <b>Previously Reported</b> |
|                   | 17   | 36          | 67587         | 128462      | 1520         | Taylor High Desert Academy                                    | Brenda                                | Congo                                | 760-843-6622            | brenda.congo@taylorlion.com        | <b>Previously Reported</b> |
|                   | 18   | 36          | 75051         | 138107      | 1975         | Southern California Flex Academy                              | Malia                                 | Lovell                               | 626-755-5873            | mlovell@scafa.org                  | <b>Previously Reported</b> |
|                   | 19   | 36          | 10363         |             |              | DM Charter SELPA  | Pamela                                | Bender                               | 760-955-3555            | pamela.bender@cahelp.org           | <b>Previously Reported</b> |
|                   | 20   |             |               |             |              |   |                                       |                                      |                         |                                    |                            |



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

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

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

Attachment II

SELPA: Desert Mountain Charter SELPA-3651

Fiscal Year: 2024-25

**Attachment II—Projected Special Education Revenue by Local Educational Agency**

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

| List | LEA Official Name<br>(District, Charter, COE,<br>JPA, and SELPA) | Assembly Bill<br>(AB) 602<br>State Aid | AB 602<br>Property Tax | Federal<br>IDEA<br>Part C | Federal<br>IDEA<br>Part B | State<br>Infant/<br>Toddler | State<br>Mental<br>Health | Federal<br>Mental<br>Health | Other<br>Revenue | Subtotal |
|------|--|--|------------------------|---------------------------|---------------------------|-----------------------------|---------------------------|-----------------------------|------------------|----------|
| 1    | Allegiance STEAM Academy   | 646,757                                | 0                      | 0                         | 171,401                   | 0                           | 0                         | 72,280                      | 0                | 890,438  |
| 2    | Allegiance STEAM Acacemy   | 136,708                                | 0                      | 0                         | 32,061                    | 0                           | 0                         | 15,088                      | 0                | 183,857  |
| 3    | ASA Charter School   | 220,057                                | 0                      | 0                         | 41,925                    | 0                           | 0                         | 0                           | 0                | 261,982  |
| 4    | Aveson Global Leadership<br>Academy                              | 161,864                                | 0                      | 0                         | 50,557                    | 0                           | 0                         | 0                           | 0                | 212,421  |
| 5    | Aveson School of Leaders   | 257,871                                | 0                      | 0                         | 41,925                    | 0                           | 0                         | 0                           | 0                | 299,796  |
| 6    | Ballington Academy   | 186,541                                | 0                      | 0                         | 28,361                    | 0                           | 0                         | 0                           | 0                | 214,902  |
| 7    | Desert Trails Preparatory<br>Academy                             | 400,750                                | 0                      | 0                         | 30,828                    | 0                           | 0                         | 0                           | 0                | 431,578  |
| 8    | Elite Academic Academy   | 0                                      | 0                      | 0                         | 0                         | 0                           | 0                         | 0                           | 0                | 0        |

Attachment II

SELPA: Desert Mountain Charter SELPA-3651

Fiscal Year: 2024-25

| List | LEA Official Name<br>(District, Charter, COE,<br>JPA, and SELPA) | Assembly Bill<br>(AB) 602<br>State Aid | AB 602<br>Property Tax | Federal<br>IDEA<br>Part C | Federal<br>IDEA<br>Part B | State<br>Infant/<br>Toddler | State<br>Mental<br>Health | Federal<br>Mental<br>Health | Other<br>Revenue | Subtotal |
|------|--|--|------------------------|---------------------------|---------------------------|-----------------------------|---------------------------|-----------------------------|------------------|----------|
| 9    | Encore Charter School  | 429,180                                | 0                      | 0                         | 86,317                    | 0                           | 0                         | 0                           | 0                | 515,497  |
| 10   | Julia Lee Performing Arts<br>Academy                             | 306,807                                | 0                      | 0                         | 66,587                    | 0                           | 0                         | 0                           | 0                | 373,394  |
| 11   | Laverne Elementary Preparatory<br>Academy                        | 443,022                                | 0                      | 0                         | 33,294                    | 0                           | 0                         | 0                           | 0                | 476,316  |
| 12   | Leonardo da Vinci Health<br>Sciences Charter                     | 175,491                                | 0                      | 0                         | 44,392                    | 0                           | 0                         | 20,250                      | 0                | 240,133  |
| 13   | Odyssey Charter School   | 300,731                                | 0                      | 0                         | 94,949                    | 0                           | 0                         | 0                           | 0                | 395,680  |
| 14   | Odyssey Charter School-South                                     | 248,042                                | 0                      | 0                         | 66,587                    | 0                           | 0                         | 0                           | 0                | 314,629  |
| 15   | Pasadena Rosebud Academy   | 120,272                                | 0                      | 0                         | 14,797                    | 0                           | 0                         | 0                           | 0                | 135,069  |
| 16   | Pathways to College  | 247,407                                | 0                      | 0                         | 55,490                    | 0                           | 0                         | 0                           | 0                | 302,897  |
| 17   | Tayllon High Desert Academy                                      | 502,824                                | 0                      | 0                         | 161,592                   | 0                           | 0                         | 0                           | 0                | 664,416  |
| 18   | Southern California Flex<br>Academy                              | 435,852                                | 0                      | 0                         | 93,716                    | 0                           | 0                         | 6,032                       | 0                | 535,600  |

Attachment II

SELPA: Desert Mountain Charter SELPA-3651

Fiscal Year: 2024-25

| List | LEA Official Name<br>(District, Charter, COE,<br>JPA, and SELPA) | Assembly Bill<br>(AB) 602<br>State Aid | AB 602<br>Property Tax | Federal<br>IDEA<br>Part C | Federal<br>IDEA<br>Part B | State<br>Infant/<br>Toddler | State<br>Mental<br>Health | Federal<br>Mental<br>Health | Other<br>Revenue | Subtotal  |
|------|--|--|------------------------|---------------------------|---------------------------|-----------------------------|---------------------------|-----------------------------|------------------|-----------|
| 19   | DM Charter SELPA   | 1,409,060                              | 0                      | 0                         | 0                         | 0                           | 0                         | 0                           | 0                | 1,409,060 |
| 20   |  | 0                                      | 0                      | 0                         | 0                         | 0                           | 0                         | 0                           | 14,807           | 14,807    |
|      | Totals:  | 6,629,236                              | 0                      | 0                         | 1,114,779                 | 0                           | 0                         | 113,650                     | 14,807           | 7,872,472 |

Attachment III

SELPA: Desert Mountain Charter SELPA-3651

Fiscal Year: 2024-25

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

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

| List | LEA Official Name<br>(District, Charter, COE,<br>JPA, and SELPA) | 1000<br>Certificated<br>Salaries | 2000<br>Classified<br>Salaries | 3000<br>Employee<br>Benefits | 4000<br>Supplies | 5000<br>Services and<br>Operations | 6000<br>Capital<br>Outlay | 7000<br>Other Outgo<br>and Financing | Subtotal |
|------|--|----------------------------------|--------------------------------|------------------------------|------------------|------------------------------------|---------------------------|--------------------------------------|----------|
| 1    | Allegiance STEAM Academy   | 358,291                          | 158,316                        | 185,349                      | 0                | 196,800                            | 0                         | 0                                    | 898,756  |
| 2    | Allegiance STEAM Acacemy   | 132,050                          | 0                              | 27,136                       | 0                | 32,061                             | 0                         | 0                                    | 191,247  |
| 3    | ASA Charter School   | 100,008                          | 12,075                         | 20,762                       | 42               | 59,175                             | 0                         | 0                                    | 192,062  |
| 4    | Aveson Global Leadership Academy                                 | 323,662                          | 209,784                        | 77,145                       | 9,000            | 25,628                             | 0                         | 0                                    | 645,219  |
| 5    | Aveson School of Leaders   | 430,646                          | 118,188                        | 71,423                       | 9,000            | 193,000                            | 0                         | 0                                    | 822,257  |
| 6    | Ballington Academy   | 0                                | 0                              | 0                            | 0                | 214,902                            | 0                         | 0                                    | 214,902  |
| 7    | Desert Trails Preparatory Academy                                | 278,978                          | 79,889                         | 107,578                      | 14,748           | 101,367                            | 0                         | 0                                    | 582,560  |
| 8    | Elite Academic Academy   | 0                                | 0                              | 0                            | 0                | 0                                  | 0                         | 0                                    | 0        |
| 9    | Encore Charter School  | 366,421                          | 293,657                        | 210,341                      | 368              | 102,730                            | 0                         | 0                                    | 973,517  |

Attachment III

SELPA: Desert Mountain Charter SELPA-3651

Fiscal Year: 2024-25

| List | LEA Official Name<br>(District, Charter, COE,<br>JPA, and SELPA) | 1000<br>Certificated<br>Salaries | 2000<br>Classified<br>Salaries | 3000<br>Employee<br>Benefits | 4000<br>Supplies | 5000<br>Services and<br>Operations | 6000<br>Capital<br>Outlay | 7000<br>Other Outgo<br>and Financing | Subtotal  |
|------|--|----------------------------------|--------------------------------|------------------------------|------------------|------------------------------------|---------------------------|--------------------------------------|-----------|
| 10   | Julia Lee Performing Arts Academy                                | 72,701                           | 102,423                        | 20,099                       | 0                | 219,768                            | 0                         | 0                                    | 414,991   |
| 11   | Laverne Elementary Preparatory Academy                           | 170,047                          | 98,266                         | 67,694                       | 6,505            | 165,998                            | 0                         | 0                                    | 508,510   |
| 12   | Leonardo da Vinci Health Sciences Charter                        | 0                                | 0                              | 0                            | 0                | 260,133                            | 0                         | 0                                    | 260,133   |
| 13   | Odyssey Charter School   | 595,134                          | 179,582                        | 162,915                      | 5,000            | 275,000                            | 0                         | 0                                    | 1,217,631 |
| 14   | Odyssey Charter School-South                                     | 473,412                          | 91,200                         | 114,837                      | 5,000            | 220,000                            | 0                         | 0                                    | 904,449   |
| 15   | Pasadena Rosebud Academy   | 61,069                           | 16,500                         | 13,500                       | 9,000            | 55,000                             | 0                         | 0                                    | 155,069   |
| 16   | Pathways to College  | 303,871                          | 3,045                          | 77,496                       | 7,432            | 39,539                             | 0                         | 0                                    | 431,383   |
| 17   | Taylton High Desert Academy                                      | 389,456                          | 69,216                         | 108,918                      | 10,000           | 223,168                            | 0                         | 0                                    | 800,758   |
| 18   | Southern California Flex Academy                                 | 394,424                          | 0                              | 79,628                       | 0                | 128,000                            | 0                         | 0                                    | 602,052   |
| 19   | DM Charter SELPA   | 383,382                          | 293,072                        | 280,808                      | 29,435           | 225,570                            | 0                         | 64,874                               | 1,277,141 |
| 20   |  | 0                                | 0                              | 0                            | 0                | 0                                  | 0                         | 0                                    | 0         |

Attachment III

SELPA:

Fiscal Year:

| List | LEA Official Name<br>(District, Charter, COE,<br>JPA, and SELPA) | 1000<br>Certificated<br>Salaries | 2000<br>Classified<br>Salaries | 3000<br>Employee<br>Benefits | 4000<br>Supplies | 5000<br>Services and<br>Operations | 6000<br>Capital<br>Outlay | 7000<br>Other Outgo<br>and Financing | Subtotal   |
|------|--|----------------------------------|--------------------------------|------------------------------|------------------|------------------------------------|---------------------------|--------------------------------------|------------|
|      | <b>Totals:</b>   | 4,833,552                        | 1,725,213                      | 1,625,629                    | 105,530          | 2,737,839                          | 0                         | 64,874                               | 11,092,637 |

Attachment IV

SELPA: Desert Mountain Charter SELPA-3651

Fiscal Year: 2024-25

**Attachment IV—Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency**

For each LEA participating in the Local Plan, enter the projected special education revenue received by each funding source. Information provided must be consistent with revenues identified in Section D, Table 3. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 3.

| List | LEA Official Name<br>(District, Charter, COE,<br>JPA, and SELPA) | Federal<br>Revenue | Percent of Total<br>Federal<br>Revenue | State<br>Revenue | Percent of Total<br>State Revenue | Local<br>Revenue | Total Federal<br>and State<br>Funding |
|------|--|--------------------|--|------------------|-----------------------------------|------------------|---------------------------------------|
| 1    | Allegiance STEAM Academy   | 243,681            | 19.60%                                 | 646,757          | 9.76%                             | 0                | 890,438                               |
| 2    | Allegiance STEAM Acacemy   | 47,149             | 3.79%                                  | 136,708          | 2.06%                             | 0                | 183,857                               |
| 3    | ASA Charter School   | 41,925             | 3.37%                                  | 220,057          | 3.32%                             | 0                | 261,982                               |
| 4    | Aveson Global Leadership Academy                                 | 50,557             | 4.07%                                  | 161,864          | 2.44%                             | 0                | 212,421                               |
| 5    | Aveson School of Leaders   | 41,925             | 3.37%                                  | 257,871          | 3.89%                             | 0                | 299,796                               |
| 6    | Ballington Academy   | 28,361             | 2.28%                                  | 186,541          | 2.81%                             | 0                | 214,902                               |
| 7    | Desert Trails Preparatory Academy                                | 30,828             | 2.48%                                  | 400,750          | 6.05%                             | 0                | 431,578                               |
| 8    | Elite Academic Academy   | 0                  | 0.00%                                  | 0                | 0.00%                             | 0                | 0                                     |
| 9    | Encore Charter School  | 86,317             | 6.94%                                  | 429,180          | 6.47%                             | 0                | 515,497                               |



Attachment IV

SELPA: Desert Mountain Charter SELPA-3651

Fiscal Year: 2024-25

| List | LEA Official Name<br>(District, Charter, COE,<br>JPA, and SELPA) | Federal<br>Revenue | Percent of Total<br>Federal<br>Revenue | State<br>Revenue | Percent of Total<br>State Revenue | Local<br>Revenue | Total Federal<br>and State<br>Funding |
|------|--|--------------------|--|------------------|-----------------------------------|------------------|---------------------------------------|
| 10   | Julia Lee Performing Arts Academy                                | 66,587             | 5.36%                                  | 306,807          | 4.63%                             | 0                | 373,394                               |
| 11   | Laverne Elementary Preparatory<br>Academy                        | 33,294             | 2.68%                                  | 443,022          | 6.68%                             | 0                | 476,316                               |
| 12   | Leonardo da Vinci Health Sciences<br>Charter                     | 64,642             | 5.20%                                  | 175,491          | 2.65%                             | 0                | 240,133                               |
| 13   | Odyssey Charter School   | 94,949             | 7.64%                                  | 300,731          | 4.54%                             | 0                | 395,680                               |
| 14   | Odyssey Charter School-South                                     | 66,587             | 5.36%                                  | 248,042          | 3.74%                             | 0                | 314,629                               |
| 15   | Pasadena Rosebud Academy   | 14,797             | 1.19%                                  | 120,272          | 1.81%                             | 0                | 135,069                               |
| 16   | Pathways to College  | 55,490             | 4.46%                                  | 247,407          | 3.73%                             | 0                | 302,897                               |
| 17   | Taylton High Desert Academy                                      | 161,592            | 13.00%                                 | 502,824          | 7.58%                             | 0                | 664,416                               |
| 18   | Southern California Flex Academy                                 | 99,748             | 8.02%                                  | 435,852          | 6.57%                             | 0                | 535,600                               |
| 19   | DM Charter SELPA   | 14,807             | 1.19%                                  | 1,409,060        | 21.26%                            | 0                | 1,423,867                             |
| 20   |  | 0                  | 0.00%                                  | 0                | 0.00%                             | 0                | 0                                     |

Attachment IV

SELPA:

Fiscal Year:

| List | LEA Official Name<br>(District, Charter, COE,<br>JPA, and SELPA) | Federal<br>Revenue | Percent of Total<br>Federal<br>Revenue | State<br>Revenue | Percent of Total<br>State Revenue | Local<br>Revenue | Total Federal<br>and State<br>Funding |
|------|--|--------------------|--|------------------|-----------------------------------|------------------|---------------------------------------|
|      | Totals:  | 1,243,236          | 100.00%                                | 6,629,236        | 100.00%                           | 0                | 7,872,472                             |

Attachment V

SELPA: Desert Mountain Charter SELPA-3651

Fiscal Year: 2024-25

**Attachment V—Projected Expenditures by Local Educational Agency for Supplemental Aids and Services in the Regular Classroom for Students with Disabilities and Those Identified with Low Incidence Disabilities**

Enter the revenue allocated to each LEA for supplemental aids and services (SAS) for those students with disabilities placed in the regular classroom setting and those who are identified with low incidence (LI) disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 5.

| List | LEA Official Name<br>(District, Charter, COE,<br>JPA, and SELPA) | Total Projected Expenditures<br>by LEA<br>SAS in the Regular Classroom | Total Projected Expenditures<br>by LEA for LI |
|------|--|--|---|
| 1    | Allegiance STEAM Academy   | 495,000  | 60,000  |
| 2    | Allegiance STEAM Acacemy   | 104,630  | 11,223  |
| 3    | ASA Charter School   | 0  | 0   |
| 4    | Aveson Global Leadership Academy                                 | 8,497  | 0   |
| 5    | Aveson School of Leaders   | 5,996  | 0   |
| 6    | Ballington Academy   | 0  | 0   |
| 7    | Desert Trails Preparatory Academy                                | 0  | 0   |
| 8    | Elite Academic Academy   | 0  | 0   |
| 9    | Encore Charter School  | 0  | 0   |

Attachment V

SELPA: Desert Mountain Charter SELPA-3651

Fiscal Year: 2024-25

| List           | LEA Official Name<br>(District, Charter, COE,<br>JPA, and SELPA) | Total Projected Expenditures<br>by LEA<br>SAS in the Regular Classroom | Total Projected Expenditures<br>by LEA for LI |
|----------------|--|--|---|
| 10             | Julia Lee Performing Arts Academy                                | 0  | 0   |
| 11             | Laverne Elementary Preparatory Academy                           | 0  | 0   |
| 12             | Leonardo da Vinci Health Sciences Charter                        | 0  | 0   |
| 13             | Odyssey Charter School   | 0  | 0   |
| 14             | Odyssey Charter School-South                                     | 0  | 0   |
| 15             | Pasadena Rosebud Academy   | 20,000   | 0   |
| 16             | Pathways to College  | 0  | 0   |
| 17             | Taylton High Desert Academy                                      | 0  | 0   |
| 18             | Southern California Flex Academy                                 | 128,000  | 0   |
| 19             | DM Charter SELPA   | 0  | 50,790  |
| 20             |  | 0  | 0   |
| <b>Totals:</b> |  | <b>762,123</b>   | <b>122,013</b>                                |

CDE Local Plan Annual Submission

**Attachment VI  
must be  
completed  
using the CDE  
approved  
Microsoft Excel  
Template**

SELPA:

Fiscal Year:

**Attachment VII—Special Education Local Plan Area Membership Transfers and Mergers (to and from the SELPA)**

Educational programs and services already in operation may not be transferred to another LEA unless all provisions of EC Section 56207 have been met by the SELPA as demonstrated by the completion and submission of Attachment VII. The effective date of the transfer must not be prior to the July 1 of the second fiscal year after the date the sending or receiving SELPA informed the other agency and the governing body of multiple LEA SELPAs or the responsible individual of single LEA SELPAs notified the other agency, unless both the sending and receiving SELPA unanimously agree the transfer date will take effect on the July 1 of the first fiscal year following the notification date.

| LEA Name               | Add or Delete Row | LEA Status      | IP/PA | Discharter or Recharter | Initiating SELPA Notification Date | SELPA Governing Board Notification Date | COE Notification Date | CDE Notification Date | Agreed Upon Effective Fiscal Year    |
|------------------------|-------------------|-----------------|-------|-------------------------|------------------------------------|---|-----------------------|-----------------------|--------------------------------------|
| Elite Academic Academy |                   | Transferred Out |       |                         |                                    |   |                       |                       | <input type="text" value="2024-25"/> |
|                        |                   |                 |       |                         |                                    |   |                       |                       | <input type="text"/>                 |

DO NOT  
DISTRIBUTE