

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT MOUNTAIN CHARTER SELPA EXECUTIVE COUNCIL MEETING
May 9, 2024 – 11:00 a.m.

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

AGENDA

TELECONFERENCE LOCATIONS

Allegiance STEAM Academy – 5862 C Street, Chino, CA 91710
Aveson Charter Schools – 575 West Altadena Dr, Altadena, CA 91001
Ballington Academy for the Arts & Sciences – 3530 Camino Del Rio N Ste 300, San Diego, CA 92108
Elite Academic Academy-Lucerne – 43414 Business Park Drive, Temecula, CA 92590
Julia Lee Performing Arts Academy – 19740 Grand Ave, Lake Elsinore, CA 92530
Laverne Elementary Preparatory Academy – 9966 I Avenue, Hesperia CA 92345
Leonardo da Vinci Health Sciences Charter – 229 East Naples St, Chula Vista, CA 91911
Odyssey Charter School-South – 119 West Palm St, Altadena, CA 91001
Pasadena Rosebud Academy – 3544 North Canon Blvd, Altadena, CA 91001
Southern California Flex Academy – 2920 Burgener Blvd, San Diego CA 92110

1.0 CALL TO ORDER

2.0 ROLL CALL

3.0 PUBLIC PARTICIPATION

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

4.0 ADOPTION OF THE AGENDA

4.1 **BE IT RESOLVED** that the May 9, 2024 Desert Mountain Charter SELPA Executive Council Meeting Agenda be approved as presented.

5.0 INFORMATION/ACTION

5.1 Desert Mountain Charter SELPA Application for Membership FY 2024-25 (**ACTION**)

The Desert Mountain Charter SELPA has received two applications from Ballington Academy for the Arts and Sciences – San Bernardino and Options for Youth – Victor Valley for membership into the Charter SELPA for FY 2024-25. A discussion will occur regarding the potential applicant. A recommendation for membership will be offered from the CAHELP, JPA administrative team and the Desert Mountain Charter SELPA CEOs.

Ballington San Bernardino, a charter school, benefits from strong leadership by Superintendent Doreen Mulz and a committed principal who fosters personal relationships with students and families. The school has maintained a good standing within the Charter SELPA, focusing on the

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT MOUNTAIN CHARTER SELPA EXECUTIVE COUNCIL MEETING
May 9, 2024 – 11:00 a.m.

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

AGENDA

whole child and achieving lower rates of behavior issues compared to non-charter schools. Their SPED identification rate is below the statewide average, and they have a positive track record of implementing IEPs without complaints. Project-based learning, especially integrating arts and science, is a cornerstone, with an emphasis on inclusion for students with disabilities. Despite strengths, concerns include a lack of depth in some of their responses during the interview. They currently depend on San Bernardino City for special education services, limiting flexibility. They do have a plan for these services but may not know the costs associated with providing these services. Additionally, space constraints hinder growth on their campus. Despite challenges, leadership demonstrates a strong understanding of charter school operations and a commitment to student success. Their campus is located near Norton Science and Language Academy. They also have a sister Charter from El Centro that is a member of the DM Charter SELPA and is in good standing.

Options for Youth - Victorville has three campuses and provides an alternative educational choice for students who have struggled in traditional settings, focusing on holistic support for their academic and social-emotional needs. With a strong emphasis on the transition to college or career, they offer various instructional modalities, including virtual, small group, and independent study formats. The school prioritizes meeting the needs of students with disabilities, offering appointments and tutoring to support their Individualized Education Plans (IEPs). Options for Youth actively engages with the community and offers job experience opportunities for students. They have multiple campuses, offer meals and educational supplies, and prioritize enrollment and seat time for students with special needs. However, challenges include the independent study model's difficulty for students with disabilities, the potential high percentage of SPED students, and limitations in meeting the needs of more severe or profound students. Additionally, there are concerns about limited onsite PE for junior high students and disparities in in-person classes across campuses for junior high students. Overall, DMSSELPA provides support to Options for Youth based on their dependent charter status with Victorville Union High School District. They also attend various trainings offered by DMSSELPA.

- 5.1.1 **BE IT RESOLVED** that the Ballington Academy for the Arts and Sciences – San Bernardino application for membership be approved as presented.
- 5.1.2 **BE IT RESOLVED** that the Options for Youth – Victor Valley application for membership be approved as presented.
- 5.2 Use of Desert Mountain Charter SELPA Low Incidence Ending Balance (**ACTION**)

The CAHELP CEO will propose the Desert Mountain Charter SELPA Low Incidence Ending Balance be used to reimburse charter LEAs for low incidence costs incurred in 2022-23.

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT MOUNTAIN CHARTER SELPA EXECUTIVE COUNCIL MEETING
May 9, 2024 – 11:00 a.m.

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

AGENDA

5.2.1 **BE IT RESOLVED** that the Desert Mountain Charter SELPA Low Incidence Ending Balance be used to reimburse charter LEAs for low incidence costs incurred in 2022-23 be approved as presented.

5.3 One-Year Pause of the Set-Aside Fund Contribution for Desert Mountain Charter SELPA Member LEAs (**ACTION**)

The CAHELP CEO will propose a one-year pause of the set-aside contribution for the Desert Mountain Charter SELPA member LEAs to maintain the balance of the fund.

5.3.1 **BE IT RESOLVED** that a one-year pause of the set-aside fund contribution for the Desert Mountain Charter SELPA member LEAs be approved as presented.

5.4 CAHELP JPA Governance Council Representative Fiscal Year 2024-25 (**ACTION**)

Article IV of the CAHELP JPA Bylaws specifies the CAHELP JPA Governance Council shall consist of two (2) CEO representatives from the Desert Mountain Charter SELPA. The two Desert Mountain Charter SELPA representatives will be chosen annually and will assume their roles as of July 1 of the next fiscal year. Discussion will center on the selection of these two representatives.

5.4.1 **BE IT RESOLVED** that the selection of the two representatives for the CAHELP JPA Governance Council be approved as presented.

6.0 CONSENT ITEMS

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

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

6.1.1 April 18, 2024 Desert Mountain Charter SELPA Executive Council Meeting Minutes.

7.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

7.1 Legislative Update

Pam Bender will provide a legislative update.

7.2 Compliance Update

Pam Bender will present an update on compliance items from the California Department of

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT MOUNTAIN CHARTER SELPA EXECUTIVE COUNCIL MEETING
May 9, 2024 – 11:00 a.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

AGENDA

Education (CDE).

7.3 Alternative Pathway Diploma

Pam Bender to review recent Alternate Pathway Diploma sub-committee plans.

7.4 Credential Bridge Authorization

Pam Bender will share the SELPA plan for assisting member LEAs.

7.5 SEIS Transitional Update

Pam Bender will share an update for Web IEP data storage.

7.6 CALPADS Support

Pam Bender to share the support provided to LEAs and their Special Education Directors, MIS staff, and CALPADS staff preparing for P2 certification.

8.0 INFORMATION ITEMS

8.1 Professional Learning Summary

8.2 Resolution Support Services Summary

9.0 DESERT MOUNTAIN CHARTER SELPA EXECUTIVE COUNCIL MEMBERS COMMENTS / REPORTS

10.0 CEO COMMENTS

11.0 MATTERS BROUGHT BY CITIZENS

This is the time during the agenda when the Desert Mountain Charter SELPA Executive Council 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, citizens are requested to give their name and limit their remarks to three minutes.

Persons wishing to make complaints against Desert Mountain Charter SELPA Executive Council personnel must have filed an appropriate complaint form prior to the meeting.

When the Desert Mountain Charter SELPA Executive Council goes into Closed Session, there will be no

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT MOUNTAIN CHARTER SELPA EXECUTIVE COUNCIL MEETING
May 9, 2024 – 11:00 a.m.

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

AGENDA

further opportunity for citizens to address the Council on items under consideration.

12.0 ADJOURNMENT

The next regular meeting of the Desert Mountain Charter SELPA Executive Council will be held on Thursday, October 17, 2024, at 10:30 a.m., at the Desert Mountain Educational Service Center, Aster/Cactus Room, 17800 Highway 18, Apple Valley, CA 92307.

Individuals requiring special accommodations for disabilities are requested to contact Jamie Adkins at (760) 955-3555, at least seven days prior to the date of this meeting.

Desert Mountain Charter SELPA Application for Membership

Self-Assessment (Step 3)

Please complete the following SELF-Assessment.

- **Reason for Applying:** Describe your rationale and/or reason(s) for applying to join the DM Charter SELPA. Include reason(s) for leaving your current SELPA. **Ballington Academy for the Arts and Sciences-San Bernardino ("BAAS-SB")** is pursuing a partnership with the Desert/Mountain Charter SELPA ("D/M SELPA") because, as we grow and expand as a charter school, we realize the need to have more flexibility and independence with regard to implementing our special education program. We currently have 168 students enrolled and hope to return to pre-pandemic enrollment of 200 students. Not unique to many schools, the pandemic has significantly reduced our enrollment. We believe individual attention for all students is an important aspect of student success, and each class currently has 25 students or fewer. Because our mission is to provide an excellent elementary education grounded in research-based educational practices and the Common Core State Standards ("CCSS") through the integration of the arts, science, and technology, we want to remain true to our mission and recipe for success even as we grow and expand to meet the needs of our families, especially our special education families. While we do this, we would like the partnership and support of a SELPA that understands these unique challenges and goals of a charter school. We understand our obligation to enroll and support students with all types of disabilities and to comply with all state and federal special education laws. Thus, we also want to work with a SELPA that has experience assisting smaller charter schools expand their special education programs as their school grows. Our agency has already been successful in establishing a well-rounded comprehensive and robust Special Education program with D/M SELPA As Ballington Academy for the Arts and Sciences in El Centro ("BAAS-EC") is a current member. An expanded partnership with D/M SELPA will enhance our local special education program because we will have the opportunity to consult with experienced staff who have unique experiences, knowledge, and perspective of special education law and charter schools. Support and guidance from the D/M SELPA will help us meet the needs of all special needs students who enroll in BAAS-SB, particularly as our school grows in size over the next few years. Because our mission is to meet the needs of ALL students, partnering with the D/M SELPA will help us have the greatest impact on the greatest number of students using best practices, particularly serving local students in San Bernardino County who often come from challenging or disadvantaged socio-economic and personal backgrounds, and allow us to continually improve our special education program. Our sister school, BAAS-EC has been a member of the D/M SELPA since 2017. During the last seven years, the partnership with D/M SELPA has been invaluable. The support and guidance has been a phenomenal resource

and has been essential to offering a high quality special education program to our students in El Centro. The opportunity to connect with staff, participate in the professional learning communities, stay connected to legislative changes, and implement best practices cannot be matched. We look forward to applying this experience and knowledge to serve the students in San Bernardino. Reason for Leaving Current SELPA: We are authorized by the San Bernardino City Unified School District (“District”) and are currently a school of the District for purposes of special education. However, we have found this arrangement to lack flexibility and support, particularly when developing Individualized Education Programs (“IEP”) for students with needs that may require significant services or a potential change in placement. Our communications and experience with the D/M SELPA indicate that we can achieve the flexibility and support we are currently missing and, with the support of D/M SELPA, fulfill our strong commitment to providing an appropriate education for all students in compliance with state and federal laws.

- **Self-Ranking:** Legal Obligations - A special education program requires that you implement appropriate child find activities, provide general education program modifications, refer students for assessment, conduct assessments and develop Individualized Education Programs (IEPs) for identified students.

Using the **Self-Ranking Key** below, rank your **current status** in terms of each of the following special education mandates.

Include your ranking number in the box next to each area. Then elaborate on your ranking by describing in detail your specific site-based procedures for each of these areas listed below. Attach evidence (policies, form examples, handbooks, CALPADS data, etc.).

- **SELF-RANKING KEY:**

1 = COMPLIANT

2 = IN DEVELOPMENT PHASE

3 = NEED ASSISTANCE

1. 1 Child Find Activities – policies, parent handbooks, postings, etc. BAAS-SB students may be identified as a child with a suspected disability in multiple ways, including by BAAS-SB teachers and staff, or by parents. We annually notify each parent about our child find policies through our School Handbook. After admission, on enrollment documents, parents are asked whether their child has an active IEP to ensure consistent services are maintained. Moreover, we have an extensive communication network in place so parents can easily reach out to our staff if they suspect their child may have a disability. Teachers share with parents the classroom goals that have been planned with the child, and invite their input. We believe creating good rapport with a child’s family not only helps families and children, it also provides

teachers with insights that are essential to responding to each child's individual needs. Parents are invited to extend their child's learning in the home through discussion and home-based activities that utilize the curriculum. Parents are treated as partners. We also provide resources for parents to learn how to provide effective academic support at home, including through regular correspondence from the Principal that can discuss nutrition, attendance, reading at home, parent/child bonding activities, etc. The continuous dialogue we have with our parents ensures they feel comfortable speaking with our staff if they have concerns about their child, and have multiple opportunities and avenues to do so. To ensure that teachers and staff are alerted to potential disabilities, student progress is continuously reviewed to address students' needs as they arise. At the beginning of the year students are tested using the NWEA MAP assessment. The MAP assessment provides baseline data regarding a student's current academic level. These assessments are repeated another two times during the year. The classroom teacher also assesses students using STAR Reading/Math on a monthly basis. Using that data, the teacher meets with the student to review the results of the assessment. The student works with the teacher to set up learning goals and establish steps the student will take to meet the goals. Teachers also meet with the parents/guardians at conferences and share the goal setting material with the parents/guardians who, in turn, contribute to the plan and establish steps they will take to help the student meet their goals. Using these steps and input from a variety of sources, student progress is monitored, and if the student does not demonstrate growth the student is referred to the MTSS (Multi-Tiered System of Support) process. While the MTSS process is not a required precursor to identification of a child with a disability, our MTSS process is described in more detail in our response to the question regarding referral process/procedures, below. In addition to the above, administering the MAP test three times per school year, allows us to continually monitor student progress, quickly identify areas of need, and provide timely interventions. We notify parents/guardians of students who are academically at risk as early as possible, but no later than the tenth week of enrollment for grades 1-5 and the twentieth week of enrollment for TK-Kindergarten students. If a student is identified as academically struggling, BAAS-SB, along with the parent/guardian develop, develops a learning intervention plan for the student. Such interventions include daily guided reading, early literacy support, and targeted support program, and focus on our established educational methodologies. In addition to identifying enrolled students who may have disabilities, BAAS-SB also takes several steps to attract diverse applicants to our school, including students with disabilities. To ensure we are providing information about our program to ALL students with special needs, we design and distribute outreach and informational materials to parents, including specifically those who are not English speakers, and conduct outreach with

community groups, agencies, and other organizations that have direct contact with the diverse communities of our area. We also participate in several outreach meetings in different geographic areas of San Bernardino to reach prospective students and parents. We further reach out to parents and the community through use of the local newspapers and libraries, community club-houses and newsletters, local newspapers, radio advertising, billboards, bus shelters, presentations to local preschools, and presentations to families enrolled in Volunteers of America Southwest programs. Through these methods, all parents of children who may have a disability know about the services and supports available in our program even before they enroll. Additionally, once non-English speaking students enroll in BAAS-SB, we also have a comprehensive and strong program in place for English Language learners. Not only does our English Language program focus on teaching students practical language skills through small group instruction, we have utilized our multidimensional program models here as well by incorporating computer programs, leveled reading materials based on the student's unique needs, and English Language reading programs based on what the student is learning to explore the concepts deeper. If a student is identified as academically struggling, BAAS-SB, along with the parent/guardian, develops a learning intervention plan for the student. Such interventions include daily guided reading, early literacy support, and targeted support program, and focus on our established educational methodologies. In addition to identifying enrolled students who may have disabilities, BAAS-SB also takes several steps to attract diverse applicants to our school, including students with disabilities. In this way, we have a variety of data to consider when determining if an English Language learner may have a disability, or whether they may be struggling for other reasons (e.g., learning the language). Finally, as described in our answer to the question regarding referral process/procedures, below, we also have an extensive MTSS procedure to identify students who may be in need of special education supports and services. We plan to continue implementing all the steps above in our child find process, and do not have plans to make changes but to the extent there are D/M trainings, we will attend those and review our process as needed.

2. 1 General Education Program Modifications – descriptive narrative of implementation and philosophy. We offer a full inclusion model to the extent appropriate based on a student's unique needs. As already mentioned, we have small class sizes of no more than 25 students that allow us to provide individual attention to our students to help them succeed and feel confident in the general education classroom. This format is particularly helpful for our students with special needs because they can get extra support while still being in the classroom with their typically developing peers. Further, our unique multifaceted program is also highly individualized to each student's

needs, which again allows students with disabilities to spend more time in the general education classroom. All BAAS-SB students participate in our curricula. For example, when utilizing our project based learning curriculum, students are assessed through their mastery of standards, as well as their ability to problem solve individually and in cooperative groups. This multidimensional approach to learning and assessment allows us to meet the unique needs of all students, keeping them in the general education classroom more often. All our students also can and do participate in all our programs both in and outside the classroom, including field trips to offsite locations such as an observatory, ; theater productions, which provide opportunities for students to write the play, create the scenery (integrating art and technology into the production), direct the play, and perform; art and music presentations and performances; science experiments and other hands-on activities to test the hypotheses they are developing; and use of computer technology to, for example, research a topic for English Language Arts or to explore a museum online. Additionally, we appropriately implement a student's IEP based on his/her unique needs. When a student's needs can be met with services provided in the general education classroom, we can deliver those services timely and appropriately without making our students feel uncomfortable or singled out. Accordingly, our full inclusion model works to meet all our students' unique needs. As our school grows and expands, we understand we may need to make changes at the staffing level to ensure our program still meets the needs of our students appropriately. For example, if a student required the use of a 1:1 aide in order to remain in the general education classroom, we would hire an appropriately qualified staff member to ensure that student's needs were met. Further, if we needed additional staff on site to ensure all students could continue to participate in the theater program, or needed additional qualified chaperones/aides to accompany students on an offsite field trip to ensure safety, we would again hire appropriately qualified personnel. Finally, if we have a student in the future who previously required services outside the general education classroom but had progressed to the point that the IEP team feels his/her needs could be met with services provided inside the classroom, we would work as an IEP team to ensure a seamless transition for the child. We would do this by creating an appropriate schedule of services to meet the child's needs, as well as prepare a transition plan for the child's return to the classroom, as appropriate.

3. 1 Referral Process including Student Study Team model and RTI –with examples of forms and procedures used. A key component of addressing the needs of at risk students at BAAS-SB is early intervention. We focus on closing achievement gaps early. Services for academically low achieving students begin with a diagnostic assessment of student abilities and needs. Depending on identified needs, students will receive one or more research-

based Response to Intervention (“RTI”) interventions. We believe it is essential to monitor closely each intervention and its impact to ascertain the student’s progress. Parents are also notified if their child requires support beyond core instruction through a written invitation for a meeting with principal and the student’s teacher. We actively engage parents in the services provided to their students and invite them to participate in ongoing meetings with the student’s teachers. Teachers can also provide supplementary materials for the parent and student to complete in partnership after school including access to instructional software, lessons, and projects individualized to their student’s level. We employ a three-tiered RTI model to support students. The model monitors student progress with different levels of intervention intensity. Prior to a student being found eligible for special education, though without delaying a special education referral if needed, he/she is offered intense, individualized academic intervention. The student’s progress is evaluated and recorded to see if interventions yield adequate academic growth. Step one of this model is to use clear criteria and assessment tools to assess a child’s ability and achievement level. Step two, if the child is significantly behind, is to initiate scientifically-based instruction closely monitored by the student’s teacher. Step three reviews if the child respondschild's response (or lack thereof) to scientifically-validated programs, and if so,. If the student has improved with the closely monitored scientifically-validated instruction, BAAS-SB initiates more child centered evaluations to determine why, for example, the child is not reading at grade level. The SST process works hand in hand with our RTI model. As students work through the RTIs described above, we also implement our SST process. Our SST process is meant to reflect the language in the 2004 reauthorization of IDEA, which allows schools to “use a process which determines if a child responds to scientific, research-based intervention,” though without delaying a special education referral/assessment if needed. We are committed to working with students who are achieving below grade level to help them increase performance and move closer to achieving grade level standards of academic performance, those students who are performing above grade level and needing additional challenges, and those students who are struggling aat BAAS-SB for any reason. We identify students who are performing below or above grade level, or those students otherwise having behavior issues, and utilize a SST process to develop a plan to address their individual needs. A SST process uses a systematic problem solving approach to identify and overcome obstacles to academic and social success. The SST process clarifies problems and concerns; develops strategies and organizes resources; provides a system for BAAS-SB accountability; and serves to assist and counsel the parent, teacher, and student. We believe all students can benefit from an SST process, including but not limited to, those students achieving below or above grade level and students who have experienced emotional

trauma, behavioral issues, or language issues. Anyone who has a concern for a student can refer that student to the SST process for consideration following documented attempts to address the concern. Anyone connected with that student can be included in the SST process to provide information to share about the student's strengths, concerns, and strategies that have been used in the past. These people may include, but are not limited to, teachers, parents, counselors, doctors, administration, social workers, and law enforcement. The meeting is designed to create program modifications for the student that will result in greater student achievement. Once the SST is convened, we have a 12-step agenda to ensure all topics are discussed and addressed. Our 12 steps include: (1) Team members introduce themselves and their roles; (2) Purpose and process of the meeting are stated; (3) Timekeeper is appointed; (4) Strengths are identified; (5) Concerns are discussed, clarified, and listed; (6) Pertinent information and modifications are listed; (7) Concerns are synthesized with one or two chosen for focus; (8) Strategies to deal with concerns are chosen; concerns are brainstormed; (9) Team chooses best strategies to carry into actions; (10) Individuals make commitments to actions; (11) Person responsible and timelines for actions are recorded; and (12) Follow-up date is set. After implementation of a SST plan and follow up, if the problem continues, the SST team may revise the SST plan and/or refer the child for special education/related services or Section 504 assessment. While implementing these supports, we also ensure our SST process does not delay the legally mandated special education timelines. As we stay informed about new, effective, research-based assessment tools or other intervention strategies, we will look to incorporate them into our model to further support and assist our students.

4. 2 Assessment procedures include a description of personnel responsible for the assessment by name and title or agency providing the service as well as assessment tools used. We will comply with all legal requirements when assessing and reassessing students. We will issue a written assessment plan to parents. We will give them at least 15 calendar days to consent to the assessments. When conducting assessments and reassessments, our assessors will use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student, including information provided by the parent. Our assessors will utilize these varied information sources to assist the IEP team in determining whether the child is a child with a disability or has continued eligibility for special education and related services. Each of our assessors will properly administer appropriate, comprehensive, and technically sound assessments that are non-discriminatory, conducted in the student's primary language, and are tailored to address the specific areas of educational need and directly assist the IEP team in developing an appropriate program for the student. Our

assessors will also administer the assessments appropriately so that the results accurately reflect the student's aptitude or achievement level, or whatever other factors the test purports to measure. Finally, if needed, our assessors will coordinate with other public agencies or LEAs if the student transfers to BAAS-SB from another school and/or receives outside services. Our assessors are all qualified to conduct assessments and reassessments in their respective fields. Currently as a school of the "District" for special education purposes, the "District" provides all assessments. When assessing students, the assessor determines which specific assessment tools to use based on each child's unique needs and suspected area(s) of disability. Some tools the "District" has used with BAAS-SB students include: Woodcock-Johnson Test of Achievement, III Edition - Form A and Form B; and Pruebas de Aprovechamiento - Bateria III Woodcock – Muñoz. As BAAS-EC is a current member of the D/M SELPA, our agency is familiar with the process of contracting with credentialed school psychologists as needed. Should BAAS-SB be accepted into the D/M SELPA, we would also contract with a credentialed school psychologist. Also much like BAAS- EC, we intend to contract with all other service providers rather than hire these providers on as direct employees. At this time, we plan to meet the assessment and reassessment needs of all students currently enrolled at BAAS-SB through our staff and contracted providers. We understand as an independent LEA for purposes of special education, we are obligated to meet the needs of all students who enroll in BAAS-SB. Therefore, if in the future we have a student(s) who requires additional assessments in areas for which we do not currently have a contracted assessor, such as physical therapy ("PT") or adapted physical education ("APE"), we are also prepared to contract with qualified and appropriate evaluators, if needed.

5. 2 Development of an appropriate IEP. Provide blank copies of your current/proposed IEP forms and redacted copies of a completed Annual and Triennial with supporting documents. Currently, as a member of the "District's SELPA, we utilize the system of SEIS as our special education software and tracking system. If accepted into the D/M SELPA, we will fully comply with all federal and state laws regarding the appropriate development and implementation of our students' IEPs to ensure they are being provided a free appropriate public education ("FAPE"). Although we are a school of the "District" currently, we have outlined the IEP process. When a BAAS-SB student has an annual or triennial IEP coming due, our Special Education Coordinator, will develop a notice of meeting that lists all participants and sends it to parents at least 3 weeks ahead of the meeting to provide parents enough time to adjust their schedules as needed. If we do not receive a signed notice of meeting, we will follow up with parents in person, over the phone, and/or in writing in their primary language (English or Spanish) to

discuss whether they have any questions and why they have not returned the notice of meeting. If a parent's schedule cannot accommodate the proposed meeting date, we will work with the parent and our staff to determine a mutually convenient time for the meeting, adhering to all federal and state timelines. Once the IEP is scheduled, our staff will ensure each team member is prepared for the meeting by preparing a summary of the student's present levels of performance, gathering work samples if appropriate, and generally being able to discuss the student's progress toward the applicable goal(s). Our staff will also work with the evaluators to ensure the reports are completed and provided to parents at least three days prior to the IEP meeting to give parents sufficient time to review the report and prepare questions. Once the date is agreed upon, the IEP team meets. The IEP team will consist of parents; the student (as appropriate); the student's general education teacher if the student participates or may participate in general education classes; the BAAS-SB Principal or administrative designee ; the RSP teacher, who provides the SAI; any other service provider persons qualified to interpret an assessment report if one is being presented; and an interpreter if needed. Additionally, if the parents request any other members to participate or brings their own representative, those members can be present at the meeting as well. Staff will lead the team through the discussion, which generally follows the following process: (1) General discussion regarding the purpose of the meeting; (2) Introductions of all members of the IEP team; (3) The team confirms again the purpose of the meeting; (4) Parents/Guardians are provided a copy of their procedural safeguards and asked if they want to discuss them; (5) Parents/Guardians share their concerns; (6) Parents review and update contact information as needed; (7) The team discusses the student's current eligibility; (8) If applicable, the qualified evaluator(s) discusses any assessment reports; (9) The team discusses the student's strengths and present levels of performance; (10) The team discusses any special factors; (11) The team reviews the behavior plan, if there is one; (12) The team discusses statewide assessments and accommodations; (13) The team reviews the existing goals, including the student's progress on the goals; (14) New goals are developed as appropriate; (15) The team discusses eligibility and FAPE, including services, accommodations and modifications, educational setting, least restrictive environment, and extended school year ("ESY") and transportation as appropriate; (16) The team reviews the Notes section of the IEP; (17) Signatures are obtained. If the IEP needs to be translated, we ensure that is timely completed after the meeting. The staff will ensure the team discusses both the School's and parent's concerns, and the team works together to create an appropriate educational program for the student. Staff will ensure all members of the team, including the parent, work together to create an IEP that: 1) Is comprehensive. It covers disability areas that are a priority for the parent, child and the child's teachers. 2) Is specific.

Goals and objectives (if required) are based on the student's present level of function. 3)Is sequential. It is based on developmental or functional skills that are acquired by typical children and in a similar sequence. 4)Is realistic and appropriate. Goals and objectives fit the student's current level of functioning and growth rate.5)Is understandable. It is written in language that is comprehensible to both parents and professionals. 6)Has been mutually developed. It represents consensus among parents, the student when appropriate, and school personnel. 7)Is measurable. Progress on goals can be measured objectively. If a student requires services for which we do not currently have staff or contracted providers, we will ensure we identify appropriately qualified providers, prior to the IEP meeting if possible, so we can discuss the services fully with the parent during the meeting. To do this, we plan to begin investigating possible other local service providers with whom we could contract if the need arises, so we can promptly and timely execute a contract if needed. We also hope to work with the D/M SELPA to help us build and strengthen those relationships if needed. Once we receive the parent's written consent to the IEP, we begin implementing it immediately. To ensure we are accurately and appropriately implementing the IEP, our RSP teacher and Special Education Coordinator will provide a copy of the student's IEP to his/her classroom teacher(s) so they are aware of the student's needs and their responsibilities in implementing the IEP, including any classroom or work accommodations and/or modifications. If the general education teacher(s) have any questions regarding the implementation of the IEP, the RSP teacher will respond to those questions and assist the staff member in feeling comfortable with understanding and implementing the IEP. Our RSP teacher will work with our contracted providers to create a schedule of each student's service minutes so our providers can timely and consistently provide the services. Additionally, our RSP teacher will enter our student data in SEIS so our records are up-to-date both at our school site and with the State. In the RSP room, we have designated space for the SAI services to be provided, and have additional space to expand as our School grows. Special education and related services are the only services that will be provided in this room so there are fewer distractions for students. The room will have specific equipment for use only by our special education students and staff, such as specific computers for the speech and language virtual services. We will also implement IEPs by ensuring students are making progress toward their goals. This progress will be measured as outlined in the individual student's IEP, such as through formal assessment data or student work samples. We will ensure progress reports are sent home as prescribed in the IEP. As we grow and expand the student population, we will consider adding future staff, including service provider(s), paraprofessional aides, and/or a special education administrative assistant, to ensure we can keep up with the increased population and students' needs. Additionally, if our current students'

needs change or new student needs are identified, we will contract with any additional service providers, such as PT or APE, as required to meet our students' unique needs. Inclusion in General Education Program, (e.g., supported full time placement in general education classes for students with severe disabilities), as described above, our model is to fully include all students in the general education environment to the maximum extent appropriate for their unique needs. We understand and are willing to provide a one-on-one aide if required so that the student can participate in the general education classroom. We are also prepared to discuss with the IEP team whether a student with severe disabilities might require a modified schedule, modified grades, and/or modified homework requirements in order to participate in the general education classroom. If the IEP team determined any/all of those supports were required, we are prepared to offer them.

6. 1 Suspension and expulsion data, procedures, and policies. BAAS -SB has had 2 suspensions in the last year and has never expelled a student. BAAS-SB suspension and expulsion policies are in compliance with the State and Federal laws including special education requirements. We have not had to suspend or expel any students with IEPs. This is in line with our overall School suspension and expulsion rates, as we have never expelled any student from BAAS-SB, and typically only suspend 1 -2 students per year. If, however, we had to suspend or expel a student with an IEP, we would follow the law regarding due process, including written notice of the charges and opportunity to be heard for a suspension. For an expulsion, or decision that is considered a change in the student's placement (i.e., a suspension longer than 10 days), we would follow the appropriate laws. We would convene a manifestation determination ("MD") review within 10 school days of the change in placement or decision to recommend expulsion. At the MD review, the team will determine if the behavior was a manifestation of the student's disability by determining if (1) the conduct in question was caused by or had a direct and substantial relationship to the child's disability, or (2) the conduct in question was the direct result of BAAS-SB's failure to implement the IEP. If the behavior is found to be a manifestation of the student's disability, the student will be returned to his/her regular class and we would conduct a functional behavior assessment if one has not already been completed, and develop or revise the behavior support plan ("BSP"). If the behavior is found not to be a manifestation of the student's disability, we would follow our regular expulsion procedure, which includes sending notice of the hearing, which outlines parents' rights, and holding a hearing where the student can review the evidence against him/her and present his/her own evidence. A final decision to expel is made by our Board of Directors. Once we are members of the D/M SELPA, we would reach out to the SELPA with any questions regarding a potential expulsion since we have not expelled any students before, to ensure

we are following the appropriate procedures and are legally compliant. We can also reach out to legal counsel with any questions regarding an expulsion as well. A copy of our suspension and expulsion policy and procedures has been included as an attachment.

- **Self-Ranking: Provision of Services** - Using the key below, rank your current status in terms of providing each of the following special education services. Place your rank in the box next to each area. Then elaborate on your ranking by describing your current special education services and understanding of each area in the box at the end of each service.

- **SELF-RANKING KEY:**

1 = PROVIDING SERVICES

2 = CONTRACTING FOR SERVICES

3 = NEED ASSISTANCE IN OBTAINING OR PROVIDING SERVICES

1. 1 Resource Specialist Services – Specialized Academic Instruction (SAI). BAAS-SB intends on hiring a full-time Special Education teacher who will be responsible for providing SAI and RSP services. The school has already identified a potential candidate who has more than five years of Special Education experience. In addition, both the administrator and the Special Education candidate are knowledgeable about, and familiar with, SEIS. The school also has a thorough understanding of the manner in which to provide RSP and SAI services. The school plans on having a dedicated RSP/SAI room to provide SAI minutes called for in an IEP. At the same time, a Paraprofessional will be available to provide push-in support for students with IEPs that call for support within the General Education setting. Instruction will be differentiated based on the student's needs, skill level, and goals. As our School grows and expands, we will consider whether we need to add additional credentialed staff and/or contracted provider to provide SAI both in the general education classroom or pulled out into the RSP classroom. We will make this decision by evaluating the needs of our current students and projections regarding future enrollment. We will also ensure our staff and administrators are engaging in professional development and staying up-to-date on current and best educational practices for providing SAI to students with mild or moderate disabilities requiring less than 50% SAI.
2. 2 Designated Instruction and Services – Speech and Language Therapy, Adaptive Physical Education, Occupational/Physical Therapy, Counseling, Sign Language Interpreting, Vision & Hearing Specialists, etc. BAAS-SB

intends on contracting with qualified vendors for Designated Instruction and Services. The school has begun exploring available vendors and has identified several agencies that can provide these services on a contract basis. Potential vendors include, but are not limited to: Total Education Solutions, Specialized Therapy Services, e-Luma, and/or Presence Services.

3. 1 Non-severe Special Day Class – SDC for students with learning disabilities requiring greater than 50% SAI. The school plans to have the credentialed Special Education Teacher, with the assistance of a Paraprofessional, assume instructional responsibilities for students needing more than 50% SAI services. The school will design a schedule that allows the Special Education instructor to provide these services simultaneously with pull-out SAI services that support students whose IEP calls for services less than 50% of their day. For example, Student A may need pull-out SAI for English/Language Arts, while Student B's IEP may call for SAI for English/Language Arts, Social Science and Math. In this case, Student A and B may receive SAI in ELA at the same time, while Student B receives Social Science SAI in a one-to-one setting, and Math SAI in small group. The school is prepared to adjust the master schedule to meet the requirements of all IEPs. If the student failed to make progress, we would convene the IEP team to discuss what other services and/or supports are necessary to meet the child's unique needs, including whether a more restrictive setting is appropriate. If the team agrees that a more restrictive placement is the appropriate setting, we would make arrangements with a local program, such as a local school district, on a fee-for-service basis if we do not have the required setting on our school site. In the future, we plan to follow our current procedure. We would also like to work with the D/M SELPA to build relationships in our local community, as well as explore other options if no local ones are available, in the event we have students with greater needs than we currently serve.
4. 2 Severe Special Day Class – SDC for students with severe physical, medical, emotional disturbance and/or significant developmental delays requiring intensive services requiring greater than 50% SAI. We do not currently have any students with severe disabilities requiring intensive services greater than 50% SAI enrolled at BAAS-SB. If we have a situation in the future where a student with severe disabilities requiring greater than 50% SAI requires an alternate placement to achieve an educational benefit, we would follow procedures and reach out to a variety of local resources, such as multiple local school districts, to identify appropriate placements and services, such as transportation. We would also hope to utilize the guidance of the D/M SELPA, including in identifying and contracting with an appropriate SDC if there is not one locally, or a nonpublic school ("NPS") if that is determined to be the appropriate placement. We would provide transportation as required by a

student's IEP, and we plan to begin identifying possible transportation options for a student in the event the need arises in the future so there will not be a significant delay in implementing that service.

5. 3 Inclusion Services – Supported full-time placement in general education classes for students with severe disabilities. The school has capacity to provide 1:1 support for students with severe disabilities who are placed in a general education classroom. The school has both capacity for, and understanding of, procedures to implement the services and supports identified in an IEP. At the same time, because of limited experience with this situation, the school may need support to ensure the service is implemented correctly.
6. 2 Related Services (e.g., speech and language therapy, adaptive physical education, occupational/physical therapy, counseling, sign language interpreting, etc.) All our related service providers will also conduct any evaluations or reevaluations as required. At BAAS-SB, we understand and embrace our obligation to serve the needs of ALL students, including those with special needs. We currently have 12 students at BAAS-SB that require special education and related services, including speech services. Currently, the "District" contracts and provides these related services, with the scheduling and administrative assistance of BAAS-SB. We understand as an independent LEA for purposes of special education, we are obligated to meet the needs of all students who enroll in BAAS-SB. The school does, or will, employ staff to provide some related services, such as counseling. Much like Designated Services and Instruction, the school intends on contracting with vendors for Related Services that BAAS-SB employees are not able to provide. The school has begun exploring available vendors and has identified several agencies that can provide these services on a contract basis. Potential vendors include, but are not limited to: Total Education Solutions, Specialized Therapy Services, e-Luma, and/or Presence Services. Therefore, if in the future we have a student(s) who requires additional services which we do not currently need to provide, such as PT or APE, we are prepared to work with the D/M SELPA state certified nonpublic agencies, and/or local school districts to contract with qualified and appropriate providers. If needed in the future, we could also reach out to the Regional Center for assistance.
7. 2 Placement in a nonpublic school/agency (NPS/NPA) or residential treatment center (RTC) and financial implications associated with these placements. The school will follow all procedures for identifying students with needs that require NPS/NPA or residential treatment facility ("RTC") and ensure those services are correctly and appropriately identified in the IEP. As mentioned previously, we have not yet had any students who requires an NPS or RTC placement. However, we have already investigated what steps we would want follow in the event we had such a student enroll, particularly because there are limited NPS and RTC options. We plan to

maintain our existing partnerships and relationships, but would also be able to add the D/M SELPA as another resource to assist in identifying an NPS or RTC that is appropriate to meet a student's unique needs.

8. 2 Transportation for students with special needs to access special education services – description of your school plan to provide this. Currently none of our students require transportation to access their special education programs. However, we recognize our responsibility to provide transportation to BAAS-SB (or an alternate placement such as an NPS or RTC), if required by the student to access the services. If needed for a student in the future, we will partner with a local school district, if possible, to safely transport our student(s). Alternatively, if a student were placed at an NPS or RTC that provided transportation, we would contract for that additional service from the NPS or RTC. If those options are not available, we would identify an outside, appropriate, and safe form of transportation for our student(s). We would also hope to utilize the D/M SELPA's experience and resources in connecting with other local transportation options for our students when available. If local options are not available, we would seek assistance from our support networks. BAAS-SB is also located in a densely populated area. As such, there is access to a number of companies that provide services, include transportation. Similar to Designated or Related Services, the school will enter into a contract with a local transportation company. The school will fully vet any company providing these services, up to and including training, licensure and insurance. Transportation will be paid for from Special Education funding. Possible vendors include, but are not limited to: San Bernardino City Unified School District Transportation, Ebmeyer Transportation, Dunham Transportation, or HopSkipDrive Transportation.

9. 1 Implementation of IEP including Extended School Year. The school has an understanding that all aspects of an IEP, including qualification and ESY, are a team decision. If the IEP team determines that a student needs any service, accommodation, or modification, the school is deeply committed to providing it. ESY can be offered at the school simultaneously with the Expanded Learning Program, which ensures that an additional 30 days are available for students needing an Extended School Year as determined by the IEP team. ESY will be taught by a credentialed teacher.
10. 1 Participation in Statewide Assessments. BAAS-SB currently participates in CAASPP and ELPAC statewide assessments. As previously stated, students at the school receive services from San Bernardino City Unified School District. As such, there is already a procedure for Statewide Assessments in place, and the school can easily replicate and continue this process. When an IEP calls for Statewide Assessment accommodations, the IEP facilitator provides the Principal and Testing Coordinator a dedicated copy of the IEP, and goes over the testing accommodations.

The testing coordinator then inputs the accommodations into TOMS. This method ensures that any proctor will be able to provide testing accommodations to the student. We currently have no students who take the California Modified Assessment (“CMA”). If appropriate, the CMA will be discussed, agreed upon, and written into the student’s IEP by the IEP team. Depending on the student’s age and unique needs, these students can take the CMA in English-language arts, mathematics, and/or science. Accordingly, if required to allow the student to achieve an educational benefit, we work together as an IEP team to account for, and provide, the CMA for our students. We also currently have a few students who participate in the regular Smarter Balanced Assessment System (“SBAS”) with accommodations outlined in their IEPs, such as frequent breaks, extended time, etc. Again, whether a student takes the SBAS with accommodations is a decision that is discussed, agreed upon, and written in the student’s IEP. All our special needs students, if required, can take statewide assessments in a separate, quiet setting, such as the RSP room. We also are committed to discussing state assessments during a student’s annual IEP meeting so we can update a student’s accommodations, modifications, and/or participation in the CMA or SBAS as needed. We plan to continue monitoring and ensuring our students’ participation in statewide assessments according to the law, as we have been and as described above. We also plan to monitor the law, and consult with our legal counsel and/or the D/M SELPA as needed, regarding any changes in the law regarding the statewide assessments.

Compliance/Capacity

Provide a detailed written narrative explaining your understanding and experience with the following areas. Please attach site-specific forms and policies to support your explanation:

- **Special Education** As an applicant, the organization has a thorough understanding of special education. The sister school, BAAS-EC has been a member of the D/M SELPA since 2017 and thus has been an independent school for purposes of special education and has facilitated the operation of special education services with minimal legal complaints. Prior to joining the D/M SELPA, BAAS-EC since its inception of its charter in 2009 operated its own special education program. As part of the same agency, this experience as BAAS-EC will be easily shared with, and implemented at, BAAS-SB. As stated above, BAAS-SB has to date been a school of the district for special education purposes. While the District has been the ultimate responsible party for many aspects of the special education program, BAAS-SB staff have supported and implemented this program. Examples of such are Ms. Brandner serving as the Special Education Administrator in IEP meetings, classroom teacher

implementing goals and accommodations with fidelity, identifying children via ChildFind and referring students to the district, providing supports and care for the individual needs of students, and continued communication with both service providers and students caregivers regarding progress towards goals.

- Section 504 Any student believed by a parent or school professional to have a handicap that substantially limits a major life activity, such as learning, is to be referred to a Section 504 Team to determine eligibility under Section 504. The Section 504 Team will be composed of persons knowledgeable about the student's individual needs, the student's school history, the meaning of evaluation data and placement options. The Section 504 Team will consider the referral. After reviewing the student's school records (including academic, social and behavioral records), identifying the current strategies in place and the student's needs, the Section 504 Team will make a determination as to whether or not additional evaluation is required. If additional evaluation is needed, it will be conducted pursuant to Section 504.35(b), Title 34 of the Code of Federal Regulations. Students requiring further evaluation will be referred to the appropriate evaluation staff. A decision will then be made regarding eligibility under Section 504. Notification to the parent/legal guardian is required for a Section 504 evaluation or re-evaluation. The Section 504 Site Coordinator or his/her designee shall send the parent or legal guardian a copy of the Referral for Consideration of Section 504 Eligibility, the Notice of Meeting, Consent for Section 504 Evaluation, and Notice of Parent/Student Rights. The evaluation will be individualized to consider each student's individual needs. The evaluation will be based on information and documentation from a variety of sources, consider all available pertinent information, and utilize assessment materials that are not discriminatory in nature.
- Due Process – list any specific cases and the outcomes, as well as the budgetary planning related to unexpected liabilities related to the due process. BAAS- SB does not have any past or current due process cases. For budget planning purposes, BAAS -SB will allocate 10% of its special education funding towards due process and a contingency plan.
- State Complaints – your understanding of your financial responsibility, the process, how many, what issues, if any, and outcomes of any investigations. BAAS-SB does not have any State complaints. BAAS-SB recognizes should there be a CDE complaint in the future, the school is financially responsible. and responsible for responding to complaint as required by CDE. Complaints are driven by stringent deadlines and timeframes and it is essential once served, that once BAAS-SB is provided notice of such a complaint, it promptly notifies the D/M SELPA.
- Office of Civil Rights (OCR) Complaints - your understanding of your financial responsibility, the process, how many, what issues, if any, and outcomes of any investigations. BAAS-SB does not have any OCR complaints. BAAS-SB recognizes should there be an OCR complaint in the future, the school is financially responsible.

and responsible for responding to the complaint as required by OCR. Complaints are driven by stringent deadlines and timeframes and it is essential once BAAS-SB is provided notice of such a complaint, it promptly notifies the D/M SELPA.

- Are your facilities ADA compliant and/or the plan you have adopted to move toward compliance? Yes, our current facility is ADA compliant.
- Special Education Total ADA: At this time. 3 additional students are being assessed. If these students qualify for Special Education services, the total Special Education ADA will be 15 at the end of the 2023-2024 fiscal year.
- List of the types of disabilities served: (list on Excel spreadsheet and attach)
- Who is/are your identified special education administrator(s)? Describe their special education background, special education credentials, and training and experience in special education administration and legal issues. Has Administrative Designee Training been completed for those who will be acting in this position? If no, when will this occur? The Special Education Administrator will be the site Principal, Shannon Brandner. Although Ms. Brandner does not hold a Special Education credential, she has extensive experience in the field of Special Education. In her professional life, she has spent nearly twenty years filling the role of de facto Special Education Director. She has ensured students receive services from qualified providers as outlined in the IEP, become familiar with Special Education law, attended nearly all IEP meetings, advocated for Special Education students and their families, and shouldered all other site-based Special Education responsibilities. In her personal life, Ms. Brandner has gained further knowledge of Special Education law and procedures as she advocated for her own two school-aged children, both of whom have an IEP. She is well versed in the various roles of an IEP, as well as the paperwork and events leading up to an evaluation and IEP meeting. Mrs. Brandner comes to D/M SELPA having experience with both the SELPA and with SEIS. In addition, both Ms. Brandner and Superintendent Ms. Mulz have attended several charter-sponsored Special Education trainings on legal, compliance, and regulations, provided by experts in both legal and special education issues. Superintendent Ms. Mulz has also attended multiple trainings sponsored by D/M SELPA.
- List the special education professional development your site has provided/will provide for general education and special education staff and parents the past two years and planned for the following two school years. The school has provided all-staff training and development on the MTSS process, IEP confidentiality laws, accommodations, modifications, inclusion, and management. These trainings have been conducted by the Principal and/or the SBCUSD Special Education staff. In addition, BAAS-SB has been included in the parent trainings through SBCUSD, which are offered through the district's Community Action Committee. We are also grateful to Desert Mountain Charter SELPA for including BAAS-SB families in the support, trainings, and other sessions through CA-Help. Going forward, as the school

transitions to being its own LEA, BAAS-SB will offer more specified training for all staff members that address the unique needs of BAAS-SB Special Education students, as well as teaching and management strategies to use in the classroom. These professional development sessions will be in addition to bi-annual trainings related to legal aspects of Special Education, and the responsibilities associated with protecting Special Education students. In addition, the school will continue to share community opportunities offered through CAL-Help.

- Do you use alternative dispute resolution and/or what is your process for settling disputes? Please describe in written narrative your site-specific process. Presently as a school of the "District" for purposes of Special Education, BAAS-SB refers to the "District" for all ADR processes. In the future, we are open to using training and guidance from D/M SELPA , if accepted, for any ADR occurrences.

Pupil Count Data

- Special Education Pupil Count (Dec. 20, 2023) for current year: 12
- Special Education Pupil Count (Dec. 20, 2022): 10
- Total Population (Oct. 20, 2023 CBEDS count) for current year: 168
- Proposed Total Population (Oct. 20, 2022 CBEDS count): 168
- Special Education Pupil Count as % of Total Population for current year: 7%
- Proposed Special Education Pupil Count as % of Total Population: 12
- Provide explanation if Special Education percentage is less than 4% or greater than 14%: NA
- Number of students with ID as primary disability for current year: 0
- Proposed number of students with ID as primary disability: 0
- Number of students with HH as primary disability for current year: 0
- Proposed number of students with HH as primary disability: 0
- Number of students with Deaf as primary disability: 0
- Proposed number of students with Deaf as primary disability: 0
- Number of students with SLI a primary disability for current year: 4
- Proposed number of students with SLI as primary disability: 0
- Number of students with VI as primary disability: 1
- Proposed number of students with VI as primary disability: 1

- Number of students with ED as primary disability for current year: 0
- Proposed number of students with ED as primary disability: 0
- Number of students with OI as primary disability for current year: 1
- Proposed number of students with OI as primary disability: 1
- Number of students with OHI as primary disability for current year: 1
- Proposed number of students with OHI as primary disability: 1
- Number of students with SLD as primary disability for current year: 4
- Proposed number of students with SLD as primary disability: 4
- Number of students with DB as primary disability for current year: 0
- Proposed number of students with DB as primary disability: 0
- Number of students with MD as primary disability for current year: 0
- Proposed number of students with MD as primary disability: 0
- Number of students with Autism as primary disability for current year: 1
- Proposed number of students with Autism as primary disability: 1
- Number of students with TBI as primary disability for current year: 0
- Total number of students with disabilities for current year: 12
- Proposed number of students with disabilities: 12

Financial Information - Special Education Budget

- Certificated Salaries for current fiscal year: 0
- Proposed Certificated Salaries: 95000
- Classified Salaries for current fiscal year: 0
- Proposed Classified Salaries: 33,600
- Employee Benefits for current fiscal year: 0
- Proposed Employee Benefits: 36008
- Books and Supplies for current fiscal year: 5,000
- Proposed books and supplies: 5500
- Services and other operating expenses for current fiscal year: 190,000
(encroachment to San Bernardino City Unified School District)

- Proposed Services and other operating expenses: 111,500
- Capital Outlay for current fiscal year: 0
- Capital Outlay for 2025 proposed: 0
- Total Budget for current year: 0
- Total Budget for 2025 proposed: 311608

ACCOUNTING

Do you provide your own internal accounting services? Yes No

If so, please complete the following information:

- Contracted Accounting Services Firm: CSMC
- Primary Contact: Janina Arruda
- Title: School Business Manager
- Email: jarruda@csmci.com
- Mailing Address: 43460 Ridgepark Drive Temecula CA 92540
- Telephone Number: 951-694-3050 ext 295

Desert Mountain Charter SELPA Application for Membership

Self-Assessment (Step 3)

Please complete the following SELF-Assessment.

- **Reason for Applying:** Describe your rationale and/or reason(s) for applying to join the DM Charter SELPA. Include reason(s) for leaving your current SELPA.

The OFY management organization has had a long standing history of partnering with their authorizers and remaining a school of the district for special education purposes. After consideration and analysis of current trends in student needs, input from the special education team as well as the school site leadership, the executive team has decided to apply to the Desert Mountain Charter SELPA. OFY-Victor Valley strongly believes that charter SELPAs better understand the charter school activities, needs, and unique ways of serving students. As a member, OFY-Victor Valley would enhance the school program through the training and support provided by the SELPA. Additionally, staff would benefit from consultations in the areas of effectiveness of special education through review and modification, the coordination of services among schools and community resources, and the professional development provided to school administrators, teachers, and paraprofessionals. Furthermore, the legal and fiscal recommendations provided at the steering committee meetings would be beneficial to charter leadership. With the support of Desert Mountain Charter SELPA, OFY-Victor Valley would have continued success in the areas of compliance and accountability.

Currently, OFY is a school within the Victor Valley Union High School District. The District recognizes that students in special education could be better served by OFY becoming a member of the SELPA and supports this effort.

- **Self-Ranking:** Legal Obligations - A special education program requires that you implement appropriate child find activities, provide general education program modifications, refer students for assessment, conduct assessments and develop Individualized Education Programs (IEPs) for identified students.

Using the **Self-Ranking Key** below, rank your **current status** in terms of each of the following special education mandates.

Include your ranking number in the box next to each area. Then elaborate on your ranking by describing in detail your specific site-based procedures for each of these areas listed below. Attach evidence (policies, form examples, handbooks, CALPADS data, etc.).

- **SELF-RANKING KEY:**
1 = COMPLIANT
2 = IN DEVELOPMENT PHASE

3 = NEED ASSISTANCE

1. 1 Child Find Activities – policies, parent handbooks, postings, etc.

OFY-Victor Valley has established a comprehensive Child Find Policy to actively seek and identify students with disabilities. This process is outlined in the LEA's annual notice to parents, specifically addressing the referral of students with exceptional needs. During orientation, every parent, guardian, or adult student receives a copy of the Child Find brochure, which provides information on what Child Find entails and how to access evaluation and services. Parents are assured of their procedural safeguards throughout the identification, assessment, and placement in special education programs.

Various stakeholders, including school personnel, parents, external agencies, guardians, and surrogate parents with documented educational rights, can serve as referral sources for the potential identification of a student with exceptional needs. These identification procedures are coordinated with the school site and LEA referral processes for students whose needs cannot be met through modifications to the general education instructional program.

All students undergo screening using the Star Renaissance assessment, and if further screening is indicated by the results, teachers complete a checklist (i.e., Student Screening Report) and make a referral to the Student Study Team if necessary.

To ensure the identification and referral of all individuals with exceptional needs, staff receive training, and informational fliers are prominently displayed at every school site. Enclosed, please find copies of the brochure, flyer, and the comprehensive Child Find policy for your reference.

OFY is committed to ongoing staff training and parent awareness of the Child Find Policy. Brochures are not only distributed at orientation but also are available at Back-to-School Nights, displayed on posters at all school sites, and available during parent-teacher conferences. A checklist has been implemented for students scoring below average on the Star Renaissance assessment, administered upon enrollment and at intervals during the school year for progress monitoring. OFY will continue to refine this process based on feedback from teachers, parents, and students.

2. 2 General Education Program Modifications – descriptive narrative of implementation and philosophy.

At OFY, our curriculum adheres to Common Core standards, ensuring a unified educational framework for both general education and special education students. Modifications to the general education program are seamlessly integrated into a structured and supportive environment, with students typically managing two to three open classes simultaneously.

This approach fosters a sense of accomplishment upon completing coursework and empowers special education students within their peer group.

During academic appointments, students work on their coursework alongside their general education peers. Independent Study teachers, responsible for a maximum of 10 students per hour, provide personalized support, including reviewing completed coursework, addressing questions, and assisting with test preparation. Collaboration during academic appointments extends to full-time Special Education Specialists, working together to support IEP goals and accommodations within an inclusive setting. Modifications such as condensed coursework, modified essay questions, verbal responses, test reading assistance, acting as a scribe, allowing typed responses, indicating page numbers for reference, and other adjustments are discussed and implemented as needed to cater to diverse student needs.

Regular professional development ensures that teachers are well-versed in research-based teaching strategies, as detailed in the attached addendum of commonly used strategies. In cases where additional support is required, appointment times may be extended to afford students more individualized attention from Independent Study teachers.

Small Group Instruction (SGI) classes are available at OFY, offering students the opportunity for focused learning. Importantly, special education students are fully integrated into SGI classes, accessing the general education curriculum with resource support from Special Education Specialists. The push-in model is employed, wherein Special Education Specialists collaborate within SGI rooms to address individualized student needs, monitor progress, and work towards specific goals. Collaborative efforts extend to scheduling additional support for students with knowledge or skill gaps.

Comprehensive support at OFY includes the availability of tutors in various subject areas and paraprofessionals, providing extra assistance through small group instruction and review sessions to bridge academic gaps.

Student progression is regularly assessed using the STAR Renaissance. Teachers analyze data derived from Star Renaissance assessments to inform curriculum development and instruction. Tailored Math Modules and Reading classes are implemented based on individual student scores to address specific academic gaps and promote overall academic success.

3. 1 Referral Process including Student Study Team model and RTI –with examples of forms and procedures used.

OFY is dedicated to facilitating students' success in the general education program through a comprehensive three-tier intervention approach. In instances where a student is not making progress in a non-classroom setting, OFY offers a range of supportive measures, including tutoring support, counseling support, material chunking, additional appointment

DM Charter SELPA Application for Membership Self-Assessment (Step 3)

times, online programming, and access to online resources, audio books, larger print, small group instruction classrooms, and individualized instruction. For general education students encountering challenges, a Student Study Team meeting is convened to initiate the Response to Intervention (RtI) process and implement necessary interventions.

The interventions implemented during the SST process are meticulously crafted to contribute to student success, tailored to the individual needs of each student. Progress is closely monitored, and students with suspected disabilities are identified within the school's three-tier Response to Intervention (RtI) process.

Tier I (Universal Intervention): This level involves increased appointments, tutoring, or extended appointment times, providing additional support beyond standard requirements for general education.

Tier II (Individualized Intervention): Further supports are introduced beyond what is typically mandated for general education. Interventions may encompass participation in small group instruction, consultation with special education tutors, and tutoring by special education tutors, among other specialized interventions.

Tier III (Intensive Intervention): Informed by the findings and recommendations of a student study team, interventions at this level may involve more frequent individualized appointment times with assigned and subject area teachers, specialized support tailored to the student's specific needs, and dedicated meeting time with the special education teacher, frequency determined by the student's requirements. The special education teacher actively monitors the student's achievement and progress through the curriculum, interpreting data gathered from the intervention process.

4. 1 Assessment procedures include a description of personnel responsible for the assessment by name and title or agency providing the service as well as assessment tools used.

At OFY-Victor Valley, student assessments align with individually tailored assessment plans, developed by the Student Study Team (SST) or IEP team based on areas of suspected disability. The Special Education Specialist is responsible for completing the academic portion of the assessment, utilizing standardized tools such as the Woodcock Johnson or Wechsler Individual Achievement Test (WIAT), in addition to curriculum-based measurements, schoolwork, and internal reading and math assessments. This comprehensive approach ensures a thorough understanding of the student's academic strengths and weaknesses. To assess cognition and other potential delays, the School Psychologist and other service providers contribute their expertise. Throughout the 60-day evaluation period, the IEP team gathers information through student record reviews, interviews, observation, and testing, culminating in an IEP meeting to collaboratively

reassess and determine the necessary support levels for the student's success in the least restrictive educational setting.

During the IEP meeting, the team disseminates pertinent information to both the parent and the student, collaboratively establishing individualized goals and services to support ongoing progress. In response to evolving needs, the IEP team retains the flexibility to reconvene at any time to update or modify services.

OFY-Victor Valley is presently a part of the Victor Valley Union High School District and engages in a partnership with a non-public agency (NPA) for all special education service providers, including School Psychologists, School Nurses, Adapted PE Teachers, Physical Therapists, Occupational Therapists, Speech and Language Pathologists, Deaf and Hard of Hearing Teachers, Audiologists, and other DIS personnel, as indicated.

Assessment tools used may include but are not limited to, the Woodcock Johnson Cognitive and Academic, KABC, WIAT, WISC, WAIS, CTONI, CAS, Behavior Rating Scales, VMI, Bender Gestalt, Gilliam Autism Rating Scales, CASL, and more. In the event that OFY-Victor Valley is accepted to the SELPA as an LEA, they will continue their contract with an NPA to provide services to the students.

5. 1 Development of an appropriate IEP. Provide blank copies of your current/proposed IEP forms and redacted copies of a completed Annual and Triennial with supporting documents.

OFY-Victor Valley complies with all state and federal guidelines in the development of an IEP. The IEP team meticulously assesses the strengths and weaknesses of each student, incorporating essential components such as baseline data, valuable input from parents and students, transition needs (as applicable), standardized assessment results, work samples, diagnostic assessments, and the formulation of measurable IEP goals. Additionally, the team conscientiously considers the least restrictive environment and demonstrated needs to ascertain appropriate accommodations and modifications.

The Special Education staff at OFY undergo quarterly training sessions to stay abreast of the latest developments in the field of special education. Regular updates are provided, and staff members benefit from ongoing consultations, guidance, and mentorship facilitated by Lead Special Education Specialists and Psychologists. Furthermore, staff members are actively encouraged to participate in professional development opportunities and attend trainings organized by the SELPA to enhance their expertise. This commitment to continuous learning ensures that OFY's Special Education Department remains well-informed and adept in providing optimal support to students.

6. 1 Suspension and expulsion data, procedures, and policies.

The suspension and/or expulsion process at OFY-Victor Valley aligns with U.S. Department of Education and Office of Special Education Programs (OSEP) guidelines, emphasizing a multi-tiered approach to address social, emotional, and behavioral needs. School sites create positive environments and implement additional support tiers, such as Behavioral RTI, as necessary. The intimate and quiet setting at the school sites promotes a significant reduction in negative behaviors, integrating behavior support systems with academic support systems.

In instances where discipline is required for students, both with and without disabilities, OFY-Victor Valley prioritizes other means of correction whenever feasible. These alternatives encompass on-campus interventions, restorative circles, and Social Emotional Learning (SEL) individual or group counseling sessions. Parental support is actively sought, and if needed, a student may be directed to attend appointments at an alternate school site. This approach underscores a commitment to fostering a supportive and corrective environment for all students.

Suspension and Expulsion Data 2023-2024

At the time of this application submission, there were 1 suspension and 0 expulsions. Student is not in special education.

Suspension and Expulsion Data 2022-2023

Please see below. None of the students were in special education.

Academic Year:		2022-2023	LEA:		Options for Youth-Victor Valley Charter	User ID:		mgm@skgrokai-ed.com
View:		Snapshot	School Type:		ALL	Revision Date:		7/18/2023 9:07:41PM
Revision ID:		167288	School:		ALL	Print Date:		7/20/2024 4:45:24 PM

7.12 - Incident Results - Student List															
Incident Information															
School Code	School Name	SSID	Student Name	Local ID	Gender	Grade Level	Ethnicity/Race	Incident ID	Incident Occurrence Date	Inst. Support Supplied	Statutory Offense Indicator	Incident Result Code	Authority	Duration Days	Modification
3830670	Options for Youth-Victor Valley Charter	4307151813		211128939	M	12	Hispanic	2210188939	10/19/2022	Y	Y	110 - In-School Suspension	10 - School or district personnel	4	
3830670	Options for Youth-Victor Valley Charter	8469203321		211137628	M	12	Hispanic	2210188939	10/19/2022	Y	Y	110 - In-School Suspension	10 - School or district personnel	4	
3830670	Options for Youth-Victor Valley Charter	3040384184		311148111	F	10	Hispanic	2210118111	10/11/2022	Y	Y	110 - In-School Suspension	10 - School or district personnel	2	
3830670	Options for Youth-Victor Valley Charter	9376729886		311214976	M	09	Black/African Am	2209014976	09/01/2022	Y	Y	110 - In-School Suspension	10 - School or district personnel	5	
3830670	Options for Youth-Victor Valley Charter	8492195700		311223028	M	09	Hispanic	2309023028	02/09/2023	Y	Y	100 - Out-of-School Suspension	10 - School or district personnel	2	
3830670	Options for Youth-Victor Valley Charter	1551183390		311287908	F	08	Hispanic	2228117908	11/28/2022	Y	Y	110 - In-School Suspension	10 - School or district personnel	4	

Grade:	01-First Grade,02-Second Grade,03-Third Grade,04-Fourth Grade,05-Fifth Grade,06-Sixth	Ethnicity/Race:	ALL	Gender:	ALL	Enrollment Status:	ALL
English Language Acquisition Status:	ALL	Homeless Program Eligible:	ALL	Title I Part C Migrant:	ALL	Socio-economically Disadvantaged:	ALL
Students with Disabilities:	ALL	Foster Youth:	ALL	Armed Forces Family Member:	ALL	Offense Grouping:	ALL
Incident Result:	ALL	Incident Result Duration:	ALL	Student Offense:	ALL		

OPTIONS FOR YOUTH

Students with Disabilities: Suspensions and Expulsions Procedures

Suspension

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act or Section 504 of the federal Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion which apply to regular education students. All the procedural safeguards established by OFY-Victor Valley policies and regulations shall be observed in considering the suspension of students with disabilities.

The Principal or designee(s) may suspend a student with a disability for up to five school days for a single incident of misconduct. The student may be suspended for up to 20 school days in a school year, but still no more than five days for a single incident of misconduct, unless the student is suspended by the Principal or designee pursuant to Federal and state law. All students with disabilities who have been suspended or expelled for more than ten consecutive or cumulative days in a school year retain the right to a free appropriate public education (FAPE). OFY-Victor Valley shall not cease its services and shall always provide FAPE to any student with a disability.

No Change in Placement

Notify the parent/adult student of the disciplinary action to be taken on the date of the decision.

School personnel, in consultation with at least one of the student's teachers and their IEP team, determine the extent to which services are needed so as to enable the child to continue to participate in the general education curriculum, although in another setting and to progress towards meeting IEP goals.

Conduct as appropriate a functional behavior assessment (FBA) and provide behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.

Change in Placement

Notify the parent/adult student of the disciplinary action to be taken on the date of the decision and provide a copy of the Procedural Safeguards Notice; hold an IEP team meeting to determine the extent to which services are needed so as to enable the child to continue to participate in the general education curriculum, although in another setting and to progress towards meeting IEP goals; and conduct a manifestation determination immediately, if possible, but no later than ten school days after the date on which the decision to take the disciplinary actions is made.

If the student poses an immediate threat to the safety of himself/herself or others, the Principal or designee(s) may suspend the student for up to, but not more than, 10 consecutive school days. In the case of a dangerous child, suspension may exceed 10 consecutive school days, and/or the student's placement may be changed per the findings of the IEP team.

If a student with a disability possesses at school or at a school activity a weapon as defined in the United States Code, Title 18, Section 921, he/she shall be immediately suspended and may be placed in an alternative educational setting for not more than 45 calendar days, or until the conclusion of any due process proceedings requested by the parent/guardian. The student's IEP team shall determine the student's alternative educational setting. (20 USC 1415)

Monitoring of Suspensions

Before the 11th day of suspension, the IEP Team must reconvene to determine if the behavior is, or is not, a manifestation of the disability - Manifestation Determination. If the opinion held by the IEP Team is that the behavior is a manifestation, the School Department's Discipline Policy may not be applied, and the team must revise the IEP to meet the student's needs. Parents are afforded their Due Process Rights at all steps of this process. During the Manifestation Determination, the IEP team will consider the following:

Whether the student's misconduct was related to his/her disability,

Whether the misconduct was the result of inappropriate placement, and

Whether a change in placement has occurred as a result of the cumulative suspensions.

Based on its findings, the IEP team shall determine whether to initiate alternatives to suspension, a change in placement, or other changes to the student's IEP or accommodation plan.

When Behavior Is a Manifestation of the Disability

If a student's behavior is determined to be a manifestation of his or her disability, the IEP team, (relevant members determined by the parent and the district), will: conduct an FBA and implement a BIP for the student if the district had not conducted such an assessment prior to the behavior that resulted in a change in placement; review the BIP if one had previously been developed and modify it as necessary to address the behavior; return the student to the placement from which he or she was removed, unless the parent and district agree in writing to a change of placement as part of the modification of the BIP.

If there were grounds to place a student in an Interim Alternative Educational Setting (IAES), the student may remain in the IAES even if there was a manifestation.

When Behavior Is Not a Manifestation of the Disability

If the IEP team, (relevant members determined by the parent and the district), determines that the student's behavior was not a manifestation of his or her disability, the same disciplinary procedures applicable to students without disabilities, including long-term suspension or expulsion, may be applied to the student with a disability. The district will forward special education and disciplinary records for consideration to the Board of Directors, which makes the final decision regarding the disciplinary action.

Even if the disciplinary action is to suspend or expel, the following provisions shall be met:

Educational services cannot cease for more than ten (10) school days in a school year. Educational services shall be provided to the extent necessary to allow the student with a disability to continue to participate in the general education curriculum and the opportunity to advance toward achieving the goals set out in his or her IEP.

An IEP team shall convene to develop an IEP that specifies what special education and related services will be provided during the period of suspension or expulsion.

Expulsion

Procedures and timelines governing the expulsion of students with disabilities shall be the same as those for all other students, except that a pre-expulsion assessment shall be made and an IEP team meeting held under conditions and with possible consequences indicated below. The Board of Directors of the Charter School shall have the only authority to expel a student with disabilities following the findings of the IEP team meeting.

Pre-Expulsion Assessment and Meeting

The parent/guardian shall receive written notice of the Charter School's intent to conduct the pre-expulsion assessment and shall request to make the student available for the assessment without delay at a site designated by the Charter School. The parent/guardian shall also have the right to an independent assessment.

The pre-expulsion assessment shall be conducted in accordance with the guidelines of the Code of Federal Regulations, Title 34, Section 104.35, which shall include a review of the student's placement at the time of the alleged misconduct and a determination of the relationship, if any, between the student's behavior and his/her disability.

The IEP team shall meet to determine if an expulsion hearing is appropriate. This meeting shall be held at a time and place mutually convenient to the parent/guardian and Charter School within the period if any, of the student's pre-expulsion suspension. The parent/guardian's participation may be made through actual participation, representation, or a telephone conference call.

The parent/guardian shall be notified of his/her right to participate in the meeting at least 48 hours before the meeting. This notice shall specify:

That the meeting may be held without the parent/guardian's participation unless he/she requests a postponement for up to three additional school days, and

That the suspension will be continued during the postponement if the student continues to pose an immediate threat to the safety of himself/herself or others.

In order to make a record of its attempts to arrange the meeting at a mutually convenient time and place, the Charter School shall keep documentation such as: (Code of Federal Regulations, Title 34, Part 300.345)

- Detailed records of telephone calls made or attempted and the results of those calls.
- Copies of correspondence sent to parents/guardians and any responses received.
- Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits.

The Charter School shall grant a parent/guardian's request that the meeting be postponed for up to three additional school days and may extend a student's suspension for the period of postponement if he/she continues to pose an immediate threat to the safety of himself/herself or others. However, the suspension shall not be extended beyond ten consecutive school days unless agreed to by the IEP team meeting or by court order. If the parent/guardian refuses to consent to an extension beyond ten consecutive school days and chooses not to participate, the meeting may be conducted without the parent/guardian's participation.

The IEP team shall consider the pre-expulsion assessment results and shall also review and consider the student's health records and school discipline records.

If the IEP team determines that the alleged misconduct was caused by or was a direct manifestation of, the student's disability or that the student was not appropriately placed, the expulsion shall not proceed.

If the IEP team determines that the alleged misconduct was not caused by, or a direct manifestation of, the student's disability, and if it is determined that the student was appropriately placed, the student shall be subject to expulsion in accordance with procedures that apply to all students.

When expulsion is recommended, the IEP team should also recommend a potential rehabilitation plan for the student if appropriate.

Due Process and Expulsion Hearings

If the parent/guardian disagrees with the decision of the IEP team, he/she has a right to a due process hearing conducted pursuant to United States Code, Title 20, Section 1415 or the Code of Federal Regulations, Title 34, Section 104.36.

Due process appeals must be initiated within 15 days of the decision of the IEP team.

The expulsion hearing shall not be conducted, and the 30-day expulsion proceedings time limit shall not commence, until after the completion of: The pre-expulsion assessment; The IEP team meeting; and Due process hearings and appeals, if initiated.

After reviewing special education and disciplinary records the Board of Directors may expel a student with a disability only if the IEP team has determined the following:

DM Charter SELPA Application for Membership Self-Assessment (Step 3)

The misconduct was not caused by, or a direct manifestation of, the student's identified disability; and

The student was appropriately placed at the time the misconduct occurred.

Services During Expulsion

During the term of the expulsion, a special education student shall continue to participate in the general education curriculum offered through a program of appropriate educational services that are individually designed to meet his/her unique learning needs. Such services may include independent study, home instruction, or another appropriate alternative program that allows for advancement toward achieving the goals set out in his or her IEP. The Board of Directors shall consider the recommendations of the IEP team when developing a rehabilitation plan for an expelled student with a disability.

Readmission

Readmission procedures for students with disabilities shall parallel those used for all students. The Board of Directors or designee(s) may consider the input of the student's IEP team when developing recommendations to the Board of Directors regarding a request for readmission. Upon readmission, an IEP team meeting shall be convened to determine whether a new IEP or accommodation plan is appropriate.

- **Self-Ranking:** Provision of Services - Using the key below, rank your current status in terms of providing each of the following special education services. Place your rank in the box next to each area. Then elaborate on your ranking by describing your current special education services and understanding of each area in the box at the end of each service.

- **SELF-RANKING KEY:**

1 = PROVIDING SERVICES

2 = CONTRACTING FOR SERVICES

3 = NEED ASSISTANCE IN OBTAINING OR PROVIDING SERVICES

1. 1 Resource Specialist Services – Specialized Academic Instruction (SAI).

As of 11/20/23 OFY-Victor Valley has 92 students in special education across the 3 school sites. OFY-Victor Valley currently employs 5 special education specialists (SES), 1 Lead SES, and 4 Paraprofessionals. OFY-Victor Valley is responsible for selecting, hiring, or contracting out for special education support services.

Upon OFY enrollment of a new student with an IEP the Special Education Specialist (SES) will attend the orientation to meet and greet with the student's parent(s)/guardian(s) if not an adult student to review the most current IEP. In collaboration and consultation with the parent(s)/guardian(s)/adult student, the SES determines the appropriate allocation of Specialized Academic Instruction (SAI) minutes for the initial 30 days that are to be comparable to the student's previous IEP. Working closely with parents, interim school programming and support services are established, mirroring the specifications outlined in the previously agreed-upon IEP from the former educational setting. Additionally, a 30-day IEP meeting date is scheduled with the parent(s)/guardian (s)/adult student to ensure continued collaboration and assessment.

During the SAI sessions, the SES is dedicated to addressing the student's IEP goals, offering support, and delivering instruction to enhance comprehension of course content and skill improvement. The level of assistance is tailored to the accommodations in the current IEP, the student's goals, and individual needs. Specialized academic instruction involves explicit teaching methods, such as clear problem-solving modeling, verbalizing specific steps during modeling, and providing immediate corrective feedback on accuracy. Other strategies may include visual representation of information through drawings or graphics and peer-assisted instruction.

The SES diligently monitors the student's progress within the first 30 days, utilizing various assessment tools such as curriculum-based assessments, STAR Renaissance, work production, test scores, and feedback from teachers, stakeholders, and both the student and the parent. Within the initial 30 days of enrollment, an IEP meeting is convened to discuss the student's progress and response to the program. The team reviews the previous IEP and decides whether to adopt it or develop and implement a new one. Continuous monitoring by the SES ensures that the needs of students in special education are met. If any challenges arise in academic performance, social-emotional health, or behavior, an IEP Progress Review is conducted to delve into difficulties and devise a plan for additional support and services, aiming to enhance student outcomes and progress toward IEP goals.

Data gathered from ongoing monitoring guides the development of curriculum with a variety of instructional modalities. Supports are continually developed to bridge gaps in academic performance and accommodate individualized learning styles based on student assessment scores. OFY aligns its curriculum with experiential learning, fostering an increase in students' general fund of information and supporting both social-emotional learning and growth as well as exploration of post-secondary transition goals.

2. 1 Designated Instruction and Services – Speech and Language Therapy, Adaptive Physical Education, Occupational/Physical Therapy, Counseling, Sign Language Interpreting, Vision & Hearing Specialists, etc.

OFY-Victor Valley partners with Prep For Success as their NPA for outside services with various related service providers. OFY-Victor Valley is able to provide all services either directly or through its NPA. Services are provided either virtually through secure platforms or in-person by appointment and schedule.

3. 2 Non-severe Special Day Class – SDC for students with learning disabilities requiring greater than 50% SAI.

Upon enrollment and orientation of a student requiring greater than 50% SAI, parents/guardians/adult students are met by the Special Education Specialist (SES) who will review the most current IEP and how special education services will be implemented. OFY will offer comparable services and a FAPE within the Independent Study program and further review program requirements and expectations. Academic progression and attendance is monitored within the initial 30-days and additional supports from support staff is ensured (i.e., English and/or math tutoring or additional intervention). On or before 30 days of enrollment, a 30-day IEP is held to discuss student progress and response to the OFY program. The team reviews the previously agreed upon IEP and decides to either adopt it or develop and implement a new IEP.

4. 2-3 Severe Special Day Class – SDC for students with severe physical, medical, emotional disturbance and/or significant developmental delays requiring intensive services requiring greater than 50% SAI.

OFY partners with the Department of Rehabilitation and contracts with Non-Public Agencies (NPAs) to deliver comprehensive school supports and services tailored to students facing significant challenges due to their disabilities. These challenges encompass physical, medical, emotional disturbances, and/or considerable developmental delays necessitating intensive interventions. All students are welcome to enroll in OFY and no student will be denied admission or counseled out of OFY due to the nature, extent, or severity of their disability. As a public school, OFY is obligated to provide a FAPE in the Least Restrictive Environment (LRE). As such, OFY is prepared to offer a full continuum of services to meet the unique needs of students. Should a student have needs beyond the OFY instructional program, OFY is prepared to contract with and fund an alternative program/placement such as a Non-Public School (NPS).

5. 1 Inclusion Services – Supported full-time placement in general education classes for students with severe disabilities.

OFY-Victor Valley contracts with Non-Public Agencies (NPAs) to deliver specialized educational supports and services to students severely impacted by their disabilities. This encompasses a spectrum of challenges, including physical, medical, emotional disturbances, and significant developmental delays, necessitating comprehensive and intensive services. Should a student have needs beyond the OFY instructional program/setting, OFY is prepared to contract with and fund an alternative program/placement such as a Non-Public School (NPS) to ensure the student is receiving a FAPE.

6. 1 Related Services (e.g., speech and language therapy, adaptive physical education, occupational/physical therapy, counseling, sign language interpreting, etc.)

OFY-Victor Valley currently provides the majority of its related services through a non-public agency, Prep For Success, for Speech and Language, Adaptive Physical Education., occupational/physical therapy, and Educationally Related Mental Health Services (ERMHS) for counseling purposes, and other related services (Audiological, Sign Language Interpretation, etc.).

7. 2-3 Placement in a nonpublic school/agency (NPS/NPA) or residential treatment center (RTC) and financial implications associated with these placements.

If OFY-Victor Valley should become an LEA for purposes of special education, OFY-Victor Valley is fully prepared to assume any costs associated with NPS or residential facilities placements should the IEP team agree on such placement will meet student's needs.

8. 1 Transportation for students with special needs to access special education services – description of your school plan to provide this.

OFY-Victor Valley shall ensure appropriate, no cost transportation services are provided for students with disabilities as specified in their IEP when required. The specific needs of the student shall be the primary consideration when an IEP team is determining the student's transportation needs. OFY-Victor Valley currently offers free public transportation for all OFY-VV students in partnership with Victor Valley Transit (VVTA).

9. 1 Implementation of IEP including Extended School Year.

OFY-Victor Valley operates year round and therefore offers students services throughout the year including June and July. OFY-Victor Valley understands the importance of an extended school year and offers a minimum of 240 days of instruction annually. Students are able to access teachers and instructional support Monday through Friday generally from 8am to 5pm, along with Saturdays if the need is identified.

10. 1 Participation in Statewide Assessments.

All special education students participate in statewide assessments with their peers. Students are provided the accommodations and modifications as delineated in their IEPs. OFY has an assessment department that generates the list of students to be tested and provides the list to the special education teachers. The special education teachers generate a spreadsheet of the accommodations and modifications required for each special education student on the list. If special test formats, such as enlarged print, are required, they are ordered and provided on the day of the test. Accommodations are provided by the Special Education Specialist, Paraprofessionals, Testing Coordinators, and other trained personnel.

Pursuant to Education Code Section 60605, OFY-Victor Valley administers all required State and national standardized assessments (i.e. CAASPP, ELPAC) as they are developed and approved by State and Federal agencies. State mandated assessments are used to measure student achievement, inform instruction, and provide guidance for development of LCAP goals and objectives. Data collected from the assessments are analyzed, disaggregated, and shared with multiple stakeholders, including school staff, school leadership, the Charter School's Board of Directors, students, and parents. Based on the data, students who score below proficient are provided with further support interventions. All data collection comports with state and federal privacy laws including the Family Educational Rights and Privacy Act.

Compliance/Capacity

Provide a detailed written narrative explaining your understanding and experience with the following areas. Please attach site-specific forms and policies to support your explanation:

- Special Education (Please see Charter Petition Renewal)

OFY-Victor Valley recognizes the importance of providing educational opportunities to all students regardless of the special needs they face. A smaller and more intimate learning environment, personal connections with the general and special education staff, clear expectations, the ability to work on fewer classes at one time, and a less distracting

environment have all been identified as contributing factors to the success of students with disabilities.

OFY-Victor Valley complies with all applicable State and Federal laws regarding students with special needs, including, but not limited to, Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act, the Individuals with Disabilities Education Improvement Act ("IDEA"), and all applicable California Education Code sections.

All students have access to OFY-Victor Valley, and no student shall be denied admission or counseled out of OFY-Victor Valley due to the nature, extent, or severity of his or her disability or due to the student's request for, or actual need for special education services.

Currently, for the purposes of special education, the District serves as the Charter School's local education agency ("LEA"), and as such must take steps to ensure that all children with disabilities enrolled in the Charter School receive special education and designated instruction and services in conformity with their Individualized Education Programs ("IEPs") and in compliance with IDEA (20 U.S.C. § 1400 et seq.) and all applicable State and Federal laws. (Education Code Section 47646(a)).

The Charter School developed a Special Education Memorandum of Understanding ("Special Education MOU") in collaboration with the District to govern the terms and conditions of special education funding and any additional division of responsibilities not outlined in the charter petition as long as the Charter School is considered a school of the District for purposes of Education Code Section 47641(b). Notwithstanding the foregoing, Charter School reserves the right to establish itself as an LEA, and then to contract with, participate in, or otherwise utilize the services of any Special Education Local Plan Area ("SELPA") pursuant to Education Code Sections 47641(a) and 47646, including but not limited to, SELPAs that are specifically designed to serve the needs of charter school students.

OFY now wishes to become its own LEA for purposes of providing special education services, rather than being deemed a school of the District for such purposes. OFY has provided a year and a day notification to the District, SELPA, and CDE regarding its intention to join a SELPA. Once OFY becomes its own LEA for purposes of special education, OFY will continue to ensure that all students with disabilities enrolled in the Charter School receive special education instruction and designated instruction and services ("DIS" or "Related Services") in conformity with their Individualized Education Program ("IEP") and in compliance with IDEA and all applicable state and federal laws. The District shall have no responsibility for the coordination or provision of special education services for the Charter School's students, and the Charter School shall be exclusively responsible for the coordination and provision of special education services to its students

and for any and all other obligations of a school or school district relative to services for students with special needs.

The Charter School understands that it shall represent itself at all SELPA meetings as an LEA. Pursuant to Education Code Sections 47641(a) and 47646, OFY will establish itself as an LEA and participate in the SELPA. OFY agrees to adhere to the policies and requirements of the SELPA Local Plan.

As its own LEA for purposes of special education, OFY agrees to provide all special education and related services to eligible students attending OFY. If OFY is unable to provide the services using its own employees, then OFY contracts with appropriate outside agencies to provide all required services. OFY also agrees to be solely responsible for child find, assessment, determining eligibility, developing and implementing IEPs, providing all placement and services, and responding to parent concerns and complaints in alignment with Federal and State laws. OFY will follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out, identifying, and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

OFY has the capacity to serve all students with disabilities. The Charter School contracts with non-public agencies (“NPA”) in an effort to ensure student needs are met and in alignment with the IEP. Services from the NPA include, but not limited to, school psychologist services, speech and language, occupational therapy, mental health clinician services, adaptive physical education instruction and deaf and hard of hearing services. If the Charter School is not able to meet the needs of the student within the independent study program, they are prepared to contract with a local non-public school to better meet the needs of the student and make placement recommendations in collaboration with the district and partnering agencies. The IEP team explores the full continuum of services and placements to ensure a FAPE. Supports and services provided will depend on the accommodations in the IEP, student goals, as well as the needs of the student. At the 30-day IEP the IEP team will review the progress of the student. The IEP team will then work together to determine what parts of the IEP, if any, need to be updated to best support the student in the least restrictive environment.

Special education students will be eligible to fully participate in the educational and extracurricular programs available to all students. Should a student require transportation, as noted in their IEP in order to receive a FAPE, OFY will provide such transportation.

- Section 504 (Please see 504 Forms Folder)

Section 504 is a federal civil rights law. The purpose of Section 504 of the Americans with Disabilities Act of 1973 is to protect persons with disabilities against discrimination for

reasons related to their disabilities. Within the school setting, a 504 plan defines how the school will provide support and remove barriers for a student with a disability to ensure the student has equal access to the general education curriculum. Students with learning and attention issues that do not require special education or individualized instruction may be eligible for a 504 plan to define supports and services needed based on their individual challenges. OFY shall be solely responsible for its compliance with Section 504 and the Americans with Disabilities Act. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

The Board of Directors of Options for Youth- Victor Valley recognizes the need to identify and evaluate children with disabilities in order to provide them with a free, appropriate public education (“FAPE”) under Section 504 of the Rehabilitation Act of 1973 (“Section 504”). The Board of Directors has adopted **Identification and Education Under Section 504 Policy and Guidelines** (see attachment). Under Section 504, individuals with a physical or mental impairment that substantially limits one or more major life activities, including learning, may be eligible to receive a FAPE, which means regular or special education and related services and aids designed to meet the individual educational needs of the student as adequately as the needs of students without disabilities are met, at no cost to the student or their parent/guardian except, when fee is specifically authorized by law for all students.

To evaluate the student’s eligibility under Section 504, the site administrator or designee complies with the **Identification and Education Under Section 504 Policy and Guidelines** and convenes a 504 Team meeting composed of professionals knowledgeable about the student’s individual needs and school history, the meaning of evaluation data, and accommodation/modification options. The student’s parent/guardian shall be invited to participate at this meeting. If the student is found to have a disability that requires accommodations and/or services under Section 504, the 504 Team shall develop a 504 Plan for the student. Upon reviewing the nature of the disability and how it affects the student’s education, the 504 Team shall determine what accommodations, modifications and/or special services and aids are needed. The 504 Team shall provide the parent/guardian with a written copy of the 504 Plan and the Section 504 Notice of Parent Rights and Procedural Safeguards.

A “student with a disability” under Section 504 is one who:

1. Has a physical or mental impairment that substantially limits one or more major life activities, including learning;
2. Has a record of such an impairment; or
3. Is regarded as having such an impairment.

Students with disabilities who are placed on a 504 plan and are still not making educational progress may be referred for evaluation and consideration of eligibility for special education services. The referral and identification process is defined above.

Please see the following OFY 504 Documents:

- **Identification and Education Under Section 504 Policy and Guidelines**

DM Charter SELPA Application for Membership Self-Assessment (Step 3)

- 504 Accommodation Plan
 - 504 Annual Review
 - 504 Eligibility Determination
 - 504 Invitation Meeting
 - 504 Referral Form,
 - Parental Notice for Section 504 Referral and Consent for Evaluation
 - Parent Rights
 - Sample 504 Accommodations
 - Teacher Input Form for section 504
- Due Process – list any specific cases and the outcomes, as well as the budgetary planning related to unexpected liabilities related to the due process.

OFY Victor Valley has had two due process complaints in the past year. The complaint was filed by the parents of two siblings who had enrolled in OFY Victor Valley within the last year. The parent alleged that OFY denied a FAPE. OFY Victor Valley was named along with the previous district. Both cases settled following mediation and did not go to a hearing.

- State Complaints – your understanding of your financial responsibility, the process, how many, what issues, if any, and outcomes of any investigations.

OFY-Victor Valley has not had any state complaints filed against them. Should OFY-Victor Valley become its own LEA for special education purposes, OFY understands that OFY assumes full financial responsibility.

- Office of Civil Rights (OCR) Complaints - your understanding of your financial responsibility, the process, how many, what issues, if any, and outcomes of any investigations.

OFY-Victor Valley has never had an OCR complaint filed.

- Are your facilities ADA compliant and/or the plan you have adopted to move toward compliance?

All of the OFY-Victor Valley school sites are single-story structures and comply with ADA guidelines. School site properties are inspected and furniture is ordered that complies with ADA Accessibility standards.

- Special Education Total ADA: Our P2 ADA for the 22/23 school year was 120.38.
- List of the types of disabilities served: (list on Excel spreadsheet and attach)

Located in Google Drive Folder: OFY-VV/Desert Mountain Application Documentation

- Who is/are your identified special education administrator(s)? Describe their special education background, special education credentials, and training and experience in special education administration and legal issues. Has Administrative Designee Training been completed for those who will be acting in this position? If no, when will this occur?

Waneka Cabrera

OFY-Victor Valley contracts a portion of its Special Education Administrative services with an Educational Service provider, Skyrocket, Inc. Waneka Cabrera is a passionate, experienced special education leader/consultant with over 14 years of working in the education management industry. She holds multiple credentials and certifications, including Pupil Personnel Services Credential (PPS) School Psychology, Licensed Educational Psychologist (LEP), Nationally Certified School Psychologist (NCSP) and an Administrative Services Credential. Waneka holds a BA in Psychology from UCLA and an MA in Psychology from Pepperdine University Graduate School of Education and Psychology. She has practiced school psychology in California, Tennessee, Arizona, and Idaho. Since August 2009, she has been an integral part of the current charter school organization/network, progressing from a school psychologist to the role of Director of Diverse Learners at Skyrocket, Inc. Her ascent speaks to her unwavering professionalism, responsibility, and dedication to her work and teams.

Waneka is a dedicated champion for students with disabilities, who advocates for their academic, social, and emotional success. She collaborates with various stakeholders, including parents, teachers, administrators, and community partners, to create inclusive and supportive learning environments for diverse learners. She also mentors and develops her team of special education professionals, fostering a culture of excellence, collaboration, and continuous improvement.

Specializing in special education consultation services, she possesses a comprehensive understanding of both state and federal laws governing the field. Waneka excels in providing expert guidance to the OFY-VV in developing, refining, and implementing a comprehensive Special Education Program that complies with all applicable federal, state, and local regulations.

Waneka excels in navigating and addressing special education legal challenges. Her profound understanding of relevant laws and regulations and her experience enables her to effectively manage and overcome legal hurdles. Waneka consistently demonstrates a high level of expertise in handling complex legal issues within the realm of special education, contributing significantly to the success of our team.

Christina Leal

As of 2021, Christina Leal has assumed leadership as the Lead Special Education Specialist at Options For Youth - Victor Valley Special Education Department. Her journey in education began in 2010, starting as a Substitute Paraprofessional for the Riverside County Office of Education and a Substitute Teacher for the San Bernardino City Unified School District.

Christina holds a BA in Psychology from Azusa Pacific University with a double concentration in Child & Family Development and Child Life. While substitute teaching she became dedicated to fostering quality education and ensuring the success of students and schools, and pursued her Preliminary Education Specialist K-12th grade with Curriculum & Instruction for students with mild/moderate disabilities & Autism Spectrum disorder credential from the University of Redlands. In 2015, she became a Special Education Specialist for Options For Youth, showcasing her commitment to the field. Her academic journey, coupled with her work experience, has equipped her with a solid foundation to provide differentiated instruction and related services tailored to the unique needs of students.

Her skill set is comprehensive, ranging from effective collaboration with educational partners to compliant IEP reporting and the development and implementation of academic and transitional IEP goals. Beyond her immediate department, Christina fosters collaboration across disciplines, enriching the overall educational experience for all students. Her meticulous attention to detail and understanding of each student's requirements ensures that special education initiatives not only meet compliance standards but also address the unique strengths and challenges of each individual.

Christina's ability to build positive and effective relationships extends to students, their families, and colleagues. Her interpersonal skills shine beyond the classroom, actively engaging with parents and guardians to create a collaborative and supportive partnership between home and school, enhancing the overall educational experience for students. Fluent in Spanish, Christina's bilingual proficiency enhances communication with diverse student populations and their families.

Additionally, her commitment to ongoing professional development is evident through her regular attendance at Desert Mountain Steering and Finance meetings and Director trainings, Los Angeles County Office of Education SELPA Program Council meetings, Wrightslaw Conferences, Learning Forward Conferences, and beyond. She has demonstrated an ongoing commitment to gaining training and experience in special education administration and legal issues, showcasing her dedication to providing the highest quality education for students.

- List the special education professional development your site has provided/will provide for general education and special education staff and parents the past two years and planned for the following two school years.

<p>PLC on Depth of Knowledge (DOK) (unpacking the standards & reviewing DOK levels & difficulty versus complexity in questioning)</p> <p>PLC on Tutoring Techniques (for Tutors and Specialists)</p>	October 7th, 2022
<p>PLC on Performance Tasks (writing performance tasks across subjects)</p> <p>Math department meetings (writing a math PT) Science department meetings (writing a science PT)</p>	February 10th, 2022
<p>PLC on “Utilizing Summative Assessment Data to Best Support Students” (CAASPP and Star Renaissance supports & action plans)</p>	April 14th, 2023
<p>PLC on “Uniting Educational Heroes for a Common Vision” (educational partner collaboration, review of internal data on Tableau, & action plans)</p>	October 6th, 2023
<p>PLC on “Student Academic Talk” (increasing student academic talk in the classroom, Teacher best practices and challenges)</p>	December 1st, 2023
<p>Math Department PLC’s (developing Integrated Math 1, 2, & 3 pacing guides and embedding CAASPP resources)</p>	Summer 2023
<p>SpEd Department PD - updates, reminders, & review</p>	July 15, 2022
<p>SpEd Department PD - best practice: Progress Reviews & Truancy/MIA Process</p>	August 19, 2022
<p>SpEd Department PD - updates, reminders, & review</p>	September 30, 2022
<p>SpEd Department PD - updates, reminders, & review</p>	October 7, 2022
<p>SpEd Department PD - Prep For Success Compliance Training (review)</p>	November 4, 2022

SpEd Department PD - National Special Education Day, updates, reminders, & review (team building)	December 2, 2022
SpEd Department PD - updates, reminders, & review and CAASPP Accessibility Roster (Skyrocket) review	January 12, 2023
SpEd Department PLC - best practice: Orientation & 30-Day Transfer Placement/Progress Review IEP	February 10, 2023
SpEd Department PD - updates, reminders, & review	April 14, 2023
SpEd (VV team only) - SEIS training with Desert Mountain SELPA with MIS Support Analyst	July 21, 2023
SpEd Department PLC (CALPADS compliance indicator review)	August 11, 2023
SpEd Department PD - National Special Education Day (12/2), updates, reminders, & review (team building)	December 1, 2023

- OFY-Victor Valley Regional Meeting - Data Dive on LCAP, January 12, 2024 1:30PM-4:00PM
- Science Focused PLC - Data Dive, January 19, 2024 8:15AM-10:15AM (VV1 site)
- Independent Study Teachers PLC - TBD, February 9th, 2024 9:00AM-12:00P
- Special Education Department Team Meeting - CAASPP Accommodations Overview (Support Rosters), February 9th, 2024 10:00AM-12:00PM
- Middle School Focused PLC - Data Dive February 23, 2024 10:00AM-12:00PM (VV1 site)
- Other Future Tentative Dates for OFY-VV PDs, PLCs, and other meeting types: 2/9/2023, 5/3/2024, 8/9/2024, 12/6/2024, 2/28/2025, 5/2/2025

- Do you use alternative dispute resolution and/or what is your process for settling disputes? Please describe in written narrative your site-specific process.

OFY-Victor Valley and the District will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

In the event of a dispute between OFY-Victor Valley and the District regarding the terms of this charter or any other issue regarding the Charter School and District relationship, both parties agree to apprise the other, in writing, of the specific disputed issue(s). In the event

the initiating party believes the dispute relates to an issue that could potentially lead to revocation of the Charter, this shall be specifically noted in the written dispute statement. Within thirty (30) days of sending written correspondence, or longer if both parties agree, a Charter School representative, a District representative, or their designees, shall meet and confer in an attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Charter School representative and the District representative shall meet again within fifteen (15) days, or longer if both parties agree, to identify a neutral, third-party mediator to assist in dispute resolution. The Format of the third-party mediation process shall be developed jointly by the representatives and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The finding or recommendation of any arbiter shall be non-binding, unless the governing authorities of the Charter School and District jointly agree to bind themselves. Unless jointly agreed, the process involving the assistance of a third-party mediator shall conclude within forty-five (45) days. The Charter School and the District shall share all mediation and/or arbitration costs and all other costs associated with dispute resolution equally.

Within ten (10) days of receipt of the dispute statement, OFY-Victor Valley's Principal and the District Superintendent, or their respective designees, shall meet and confer in an attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Principal and Superintendent, or their respective designees, shall meet again within fifteen (15) days from the date of the initial meeting to identify a neutral, third-party mediator to engage in a mediation session designed to facilitate resolution of the dispute.

In the event the third-party mediation process does not result in resolution of the dispute, both parties agree to continue good faith negotiations. If the matter cannot be mutually resolved, the Charter School shall be given a reasonable period to correct the violation, unless the District indicates in writing the violation constitutes a severe and imminent threat to the health and safety of the Charter School's pupils.

The District reserves the right to take any action it deems appropriate and the Charter School reserves the right to seek legal redress for any such actions under the law. In addition, the dispute is not required to be referred to mediation in those cases where the District determines the violation constitutes a severe and imminent threat to the health and safety of OFY-Victor Valley Charter School's pupils.

San Bernardino County shall be the proper venue for any mediation, litigation, or other dispute resolution process.

OFY-Victor Valley's entitlement to receive funds pursuant to this Charter and State law shall be continuous throughout the term hereof. In the event of any disputes between the Parties, the District shall not be permitted to withhold, as a remedy or otherwise, any funds received on behalf of OFY-Victor Valley from the State of California or the Federal government, which funds, when paid, become the sole and exclusive property of OFY-Victor Valley. Nothing

stated herein requires the District to pay to OFY-Victor Valley those State and Federal funds designated for OFY-Victor Valley that it has not yet received.

Pupil Count Data

- Special Education Pupil Count (Dec. 20, 2023) for current year: 112
- Special Education Pupil Count (Dec. 20,): 112
- Total Population (Oct. 20, CBEDS count) for current year: 777
- Proposed Total Population (Oct. 20, CBEDS count): 807 (it has raised by 30 every year)
- Special Education Pupil Count as % of Total Population for current year: 12.1%
- Proposed Special Education Pupil Count as % of Total Population: 13%
- Provide explanation if Special Education percentage is less than 4% or greater than 14%: N/A
- Number of students with ID as primary disability for current year: 1
- Proposed number of students with ID as primary disability: 1
- Number of students with HH as primary disability for current year: 0
- Proposed number of students with HH as primary disability: 1
- Number of students with Deaf as primary disability: 0
- Proposed number of students with Deaf as primary disability: 1
- Number of students with SLI a primary disability for current year: 3
- Proposed number of students with SLI as primary disability: 4
- Number of students with VI as primary disability: 0
- Proposed number of students with VI as primary disability: 1
- Number of students with ED as primary disability for current year: 3
- Proposed number of students with ED as primary disability: 5
- Number of students with OI as primary disability for current year: 0
- Proposed number of students with OI as primary disability: 0
- Number of students with OHI as primary disability for current year: 20

- Proposed number of students with OHI as primary disability: 23
- Number of students with SLD as primary disability for current year: 78
- Proposed number of students with SLD as primary disability: 80
- Number of students with DB as primary disability for current year: 0
- Proposed number of students with DB as primary disability: 0
- Number of students with MD as primary disability for current year: 0
- Proposed number of students with MD as primary disability: 1
- Number of students with Autism as primary disability for current year: 7
- Proposed number of students with Autism as primary disability: 7
- Number of students with TBI as primary disability for current year: 0
- Total number of students with disabilities for current year: 112
- Proposed number of students with disabilities: 115

Financial Information - Special Education Budget

- Certificated Salaries for current fiscal year: \$391,327
- Proposed Certificated Salaries: \$410,894
- Classified Salaries for current fiscal year: \$132,275
- Proposed Classified Salaries: \$138,889
- Employee Benefits for current fiscal year: \$81,852
- Proposed Employee Benefits: \$85,944
- Books and Supplies for current fiscal year: \$3,623
- Proposed books and supplies: \$3,804
- Services and other operating expenses for current fiscal year: \$386,940
- Proposed Services and other operating expenses: \$406,286
- Capital Outlay for current fiscal year: \$0
- Capital Outlay for 20 proposed: \$0
- Total Budget for current year: \$996,017

- Total Budget for 20 proposed: \$1,045,817

ACCOUNTING

Do you provide your own internal accounting services? No

If so, please complete the following information:

- Contracted Accounting Services Firm: 9dot Education Solutions,LLC
- Primary Contact: Alexander Salazar
- Title: Division Controller
- Email: alexander@hello9dot.com
- Mailing Address: 320 N Halstead St., Pasadena CA 91107
- Telephone Number: (626)788-6291

Desert Mountain Charter SELPA
2022-23 Low Incidence Fund
April 30, 2024

Beginning Balance	191,081.16
Current Year Projected Revenue	<u>98,524.85</u>
Total	289,606.01

LEA	Amount Approved	Amount Paid/Reimbursed	Balance
Allegiance STEAM Academy	2,341.80	2,341.80	-
Aveson Global Leadership Academy	-	-	-
Aveson School of Leaders	39,742.09	37,538.82	2,203.27
Ballington Academy	-	-	-
Desert Trails Preparatory Academy	-	-	-
Elite Academic Academy	-	-	-
Elite Academic Academy AWFJ	-	-	-
Encore Hesperia	-	-	-
Encore Riverside	-	-	-
Julia Lee Performing Arts Academy	-	-	-
Laverne Elementary Preparatory Academy	3,287.60	3,287.60	-
Leonardo Da Vinci Health Sciences Charter	-	-	-
Odyssey Charter	-	-	-
Odyssey Charter South	3,576.67	3,576.67	-
Pasadena Rosebud Academy	-	-	-
Pathways to College	-	-	-
Taylion High Desert Academy	-	-	-
Total LEA	48,948.16	46,744.89	2,203.27
Indirect Cost	2,855.00	836.15	2,018.85
Grand Total	51,803.16	47,581.04	4,222.12
Projected Fund Balance (Available Funding less Amount Approved/Encumbered)			237,802.85

DMCS SET-ASIDE
 RESOURCE 6500 - MANAGEMENT DCSA

OBJECT DESCRIPTION	OBJECT CODE	2022-23 ACTUALS	2023-24 ESTIMATED	2024-25 PROPOSED
ST APPORTIONMENTS-CURR YR	8311	-	-	-
ST APPORTIONMENTS-PRIOR YR	8319	-	-	-
ALL OTHER LOCAL REVENUES	8699	-	26,978	-
TOTAL 8000		-	26,978	-
SUB-AGREEMENTS FOR SERVICES	5110	-	-	-
REIMBURSEMENT-BUS TRAVEL EXP	5220	-	-	-
PROF/CONSULTING/OPERATING EXP	5810	-	-	-
TOTAL 5000		-	-	-
TRNSFRS APPORTIONMENTS DIST	7221	-	26,978	-
INDIRECT COSTS - TRF OUT	7312	-	-	-
TOTAL 7000		-	26,978	-
REVENUE		-	26,978	-
EXPENSE		-	26,978	-
REVENUE LESS EXPENSE		-	-	-
BEGINNING BALANCE		814,692	814,692	814,692
ENDING BALANCE		814,692	814,692	814,692

**BYLAWS OF
CALIFORNIA ASSOCIATION OF HEALTH AND EDUCATION
LINKED PROFESSIONS JOINT POWERS AUTHORITY**

PREAMBLE

The California Association of Health and Education Linked Professions Joint Powers Authority (“CAHELP JPA”), a joint powers authority (“JPA” or “Authority”) formed under the authority of Title 1, Division 7, Chapter 5, Article 1 of the California Government Code (Section 6500 et seq.) is established for the purpose of providing for the administration of a special education service region for the implementation of the state mandated special education program for the benefit of public educational agencies who are members hereof, for such ancillary and related programs and services, and to provide a forum for discussion, study, development and implementation of recommendations of mutual interest regarding such programs and services.

ARTICLE I

NAME

The name of the joint powers authority is the California Association of Health and Education Linked Professions, (“CAHELP JPA” or the “Authority”).

ARTICLE II

POWERS

CAHELP JPA shall have the power to:

A. Exercise any power available to joint power authorities and public entities under California law, including any power of or common to the public educational agencies which are parties to the Joint Powers Agreement, provided that such powers are exercised in the furtherance of the purposes and functions of CAHELP JPA, and in the manner that such powers may be exercised by public educational agencies and joint power authorities in the State of California and not prohibited under California law.

B. Provide member agencies with a comprehensive plan, organization and administration to establish, govern, implement and coordinate and operate a Local Plan for the education of individuals with exceptional needs, and to establish such ancillary and related programs and services as may be necessary and appropriate.

C. Establish and maintain such funds and segregated accounts as necessary for the programs, activities and purposes of CAHELP JPA.

Revised May 2016

D. Acquire, hold, and dispose of property, real and personal, for the purpose of providing the member agencies with the necessary education, study, development, and programs, as well as ancillary and related services, including, but not limited to, the acquisition of necessary facilities and equipment; the hiring and retention of staff; the making and entering into contracts including inter-agency agreements and programs of benefit to member agencies and CAHELP JPA; the operations and maintenance of systems for the Local Plan; and the incurring of debts, liabilities, or obligations.

E. Receive, accept, and utilize the services of personnel offered by any member agency or its representatives or agents; to receive, accept, and utilize property, real or personal, from any member agency or its agents or representatives; to enter into joint programs with member agencies to assist in the development of programs, services and emerging technologies and processes supportive of public educational agencies; to receive, hold, dispose of, to construct, operate, and maintain buildings and other improvements; and to receive, accept, expend, and disburse funds by contract or otherwise, for the purposes consistent with the purposes and authority of CAHELP JPA which funds may be provided by any member agency or its agents or representatives.

F. Adopt such policies, codes and procedures consistent with the functions and purposes of CAHELP JPA.

G. Perform such other functions as may be necessary or appropriate to carry out the purposes of CAHELP JPA consistent with the Joint Powers Agreement, these Bylaws and California law.

ARTICLE III

MEMBERSHIP

A. Public educational agencies located within the State of California are eligible for membership in CAHELP JPA, provided that membership is contingent upon being a signatory to the Joint Powers Agreement and satisfaction of the requirements of Article III, Section C of these Bylaws.

B. Should any member agency reorganize in accordance with state statutes, the successor-in-interest or successors-in-interest to the obligation of any such reorganized member shall be substituted as a member, provided that the reorganized member continues to be a public educational agency under California law as defined in Article III, Section 1 of the Bylaws and a new signatory to the Joint Powers Agreement, and complies with Article III, Section C.

C. Public educational agencies applying for membership in CAHELP JPA shall be subject to the following conditions for review and approval:

1. Submission of a completed CAHELP JPA questionnaire and provision to CAHELP JPA, through its Governance Council or designee, of requested information on the agency;
2. Evaluation of the applicant public educational agency's experience by CAHELP JPA;
3. Determination of eligibility by CAHELP JPA and the conditions and terms under which the applicant may be admitted to membership, and applicant's acceptance of those terms and conditions;
4. Execution of the Joint Powers Agreement and such other program agreements and documents as requested by CAHELP JPA, and provision to CAHELP JPA of a Resolution formally adopted by the applicant's governing body authorizing execution of the Joint Powers Agreement;
5. Applicant's receipt, review and agreement to comply with the Bylaws of CAHELP JPA
6. The applicant shall become a member agency in CAHELP JPA upon formal approval of the Governance Council and signature to the Joint Powers Agreement

D. Upon admission to membership in CAHELP JPA, each member agency shall become eligible to participate in the programs and services of CAHELP JPA.

ARTICLE IV

FORMATION OF THE GOVERNANCE COUNCIL

A. The CAHELP JPA Governance Council shall consist of the Superintendent/CEO representing each of the LEA members of the Desert/Mountain Special Education Local Plan Area, and two (2) CEO representatives from the Desert/Mountain Charter Special Education Local Plan Area. A CEO representing multiple LEAs shall count as a single member of the Governance Council. Each member of the Governance Council shall have one vote. 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 or CEO is unable to attend a meeting, which designated alternate representative or designee shall have the full authority of the designating Superintendent/CEO or CEO for the purpose of decision-making. Such a designation must be received by the Chief Executive Officer prior to the commencement of a scheduled meeting of the Governance Council, and shall be good only for that meeting. One-third of the members, represented in person or by proxy, shall constitute a quorum at a meeting of members.

Revised May 2016

B. Upon initial appointment, and annually thereafter in May, the Governance Council shall organize, elect officers, including a chair and vice-chair(s) from its members, with the secretary designated pursuant to Article VI. The elected officers will assume their roles and responsibilities as of July 1 of the next fiscal year. The Chairperson of the council shall preside at all meetings and shall be responsible for the Agenda, unless otherwise designated. He/she shall have the same rights as the other members of the Council in voting, introducing motions and resolutions and any discussion of questions that follow. In the absence of the Chairperson, the Vice Chairperson shall preside over all meetings of the Council. If the Chairperson and Vice Chairperson of the Council are both absent, the remaining members present shall select one of their group to act as temporary chairperson.

C. No one serving on the Governance Council shall receive any salary, compensation or other consideration from CAHELP JPA.

D. Membership on the Governance Council may cease for any of the reasons stated below, subject to the Governance Council taking formal action to terminate or ratify the termination of any Governance Council member.

1. Voluntary resignation.
2. If the member represented by the Governance Council member ceases to be a member of CAHELP JPA.
3. If the Governance Council member ceases to be a full time employee of the nominating member public educational agency.
4. For a violation of CAHELP JPA policies, procedures and codes of conduct.
5. By a two-thirds vote of the full Governance Council without cause or by a unanimous vote of the Governance Council if all elected members are not in attendance (and excluding the subject member being terminated).

ARTICLE V

DUTIES OF THE GOVERNANCE COUNCIL

The Governance Council shall have the authority to exercise the powers of CAHELP JPA as set forth in the Joint Powers Agreement and in these Bylaws, and in accordance with California law, including enforcement of CAHELP JPA policies, procedures, codes and program instruments. In addition, the Governance Council is specifically empowered to:

A. Establish and amend the Bylaws, and adopt and enforce policies, program instruments and agreements, codes of conduct, rules, and regulations not inconsistent with

applicable law or with the Joint Powers Agreement as may be necessary for CAHELP JPA and the functions of the Governance Council.

B. Provide for the management and administration of CAHELP JPA and CAHELP JPA-related programs and services in a manner that is in the best interests of CAHELP JPA and its member agencies. This power shall include (but not be limited to) the power to employ and terminate a management firm or third party, to employ staff, to acquire or contract for facilities and vendor support, and to engage in such activities and transactions as permitted under the Joint Powers Agreement, Bylaws, California law and such policies as adopted by the Governance Council.

C. Determine contributions or other formulas and the method or methods by which such contributions shall be paid by member agencies.

D. Provide for additional assessments during the year, if necessary.

E. Determine whether, and by what method, new member agencies shall be allowed into the program consistent with Article III of the Bylaws, including adoption of amendments to Article III requirements.

F. Appoint and dissolve working committees and/or by contracting for services with a third party.

G. Insure that a complete and accurate system of accounting for all funds is maintained at all times.

H. Determine the manner in which the establishment, governance, implementation, coordination, administration and operations of a Local Plan shall be undertaken.

I. Maintain, or cause to be maintained, accurate records for all risks insured against and accurate records of all claims paid.

J. Provide for ancillary and related services.

K. Enter into contracts consistent with the terms of the Joint Powers Agreement and Bylaws, and in accordance with California law.

L. Make appropriate periodic reports to the member agencies on the status of CAHELP JPA and its programs.

M. Adopt an annual budget for CAHELP JPA.

N. Oversee the activities of all other CAHELP JPA committees.

O. Annually evaluate, or cause to be evaluated the performance of the CAHELP JPA staff.

P. Perform any and all other functions necessary and appropriate to accomplish the purpose of CAHELP JPA in the discretion of the Governance Council.

ARTICLE VI

CHIEF EXECUTIVE OFFICER

The CAHELP JPA CEO shall act as Secretary of the CAHELP JPA Governance Council. As Secretary, he/she shall, in consultation with the Chairperson on the Governance Council, do the following:

1. Prepare and distribute the Council Agenda;
2. Prepare and distribute the Council Minutes;
3. Handle and care for all Council records and documents; and
4. Submit to the Chairperson of the Council all correspondence addressed to the Governance Council.

ARTICLE VII

MEETINGS

A. The Governance Council shall meet every quarter, unless otherwise determined by the Governance Council. All other committees, including Standing Committees and Ad Hoc Committees, shall meet on an as-needed basis.

B. The Governance Council shall, at its June meeting or prior to or at its last meeting of each fiscal year, approve the date and time for its regular meetings. All members and member agencies shall be notified of the meeting schedule.

C. Meetings of the Governance Council, or any other Standing Committee may be called as necessary provided that notice is given in compliance with the Brown Act, where required, and under California law.

D. One-third of the members, represented in person or by proxy, shall constitute a quorum for a meeting of the Governance Council. For any Standing Committee of CAHELP JPA, a majority shall constitute a quorum for the transaction of business. All non-voting alternates shall also be entitled to attend meetings of the Governance Council.

E. An Agenda of items to be discussed shall be prepared for all meetings and shall be made available at least three (3) working days prior to regularly scheduled Governance Council or other Standing Committee meetings, where required under the Brown Act and California law.

Agendas for Special Meetings and Emergency Meetings will be made available in accordance with the provisions of the Brown Act and California law.

F. Minutes shall be kept of all Open Sessions of meetings held by the Governance Council and other Standing Committees.

G. Items may be placed on the Agendas for meetings of the Governance Council and other Standing Committees, provided a written request is received by the Chief Executive Officer from a member of that Committee at least ten (10) business days prior to the regularly scheduled meeting, absent circumstances precluding earlier notice and request.

H. Any member of the public desiring to make a personal appearance before the Governance Council or any other Standing Committee of CAHELP JPA to discuss an item of interest shall be limited to a maximum of five (5) minutes, and all public comments shall be limited to fifteen (15) minutes and allocated equally to each member of the public making an appearance, unless otherwise allowed by the Governance Council in its discretion.

ARTICLE VIII

FINANCE

A. CAHELP JPA is strictly accountable for all funds received and disbursed by it, and to that end shall establish and maintain such funds and accounts as may be required by acceptable accounting practices, by any provision of law or any resolution or policy of CAHELP JPA, and as consistent with the Joint Powers Agreement, these Bylaws and California law.

B. The Treasurer of the County of San Bernardino, unless otherwise designated by the Governance Council, shall be the depository and custodian of CAHELP JPA funds, from whatever source, whether directly or pursuant to contract with the Office of the San Bernardino County Superintendent of Schools, provided that a separate trust fund may be established for the payment of claims as authorized under California law.

C. Each program year of CAHELP JPA shall operate separately from every other program year in regard to its assets and obligations. Those assets and obligations are pooled assets and obligations of the member agencies which participate in each distinct and separate program year.

D. Should the total obligations for a program year of CAHELP JPA exceed the total assets of that year, that year's members may be assessed a pro rata share of the additional contribution required as determined and approved by the Governance Council. This provision shall apply to both active member agencies and withdrawing/terminated member agencies.

E. To the extent necessary, all contributions, revenues, obligations, expenditures and disbursements of CAHELP JPA that can be separately and distinctly identified by program year shall be accounted for separately by each program year. All contributions, revenues, obligations, expenditures and disbursements of CAHELP JPA that cannot be separately and distinctly

identified by program year shall be allocated to each program year in a manner as determined by the Governance Council.

F. In the event of the dissolution of CAHELP JPA, the complete rescission or other final termination of CAHELP JPA by all member agencies then a party hereto, any property interest remaining in CAHELP JPA following a discharge of all of CAHELP JPA's existing obligations and establishment of reserves for anticipated expenses, shall be returned to the member agencies. The amounts returned to each member shall be in accordance with the member agency's portion of net assets (i.e., "equity") as determined by the Governance Council. Only member agencies in CAHELP JPA shall be entitled to an allocation of any remaining equity, unless otherwise determined by the Governance Council.

G. The Governance Council shall contract with a Certified Public Accountant for an annual audit of the accounts and records of CAHELP JPA whether directly or pursuant to a contract with the Office of the San Bernardino County Superintendent of Schools. The audit shall be conducted in full compliance with all requirements under the California Government Code applicable to joint power authorities, and shall conform to generally accepted auditing standards. On completion, the audit report shall be provided to or otherwise filed with each member agency within six (6) months of the end of the fiscal year under examination, unless otherwise extended by the Governance Council.

ARTICLE IX

WITHDRAWAL AND TERMINATION OF MEMBERSHIP

A. Any member agency may withdraw from CAHELP JPA and terminate its status as a signatory to the Joint Powers Agreement effective at the end of any fiscal year of CAHELP JPA by notifying the CAHELP JPA Governance Council in writing at least one year and one day prior to the close of CAHELP JPA's fiscal year unless the Governance Council by unanimous vote agrees to a shorter timeline. Written notice shall include an adopted Resolution by the Board or governing body of the member agency formally approving withdrawal and termination from membership in CAHELP JPA in order to be effective. Such termination as a member agency in CAHELP JPA shall also result in a termination of the member agency's participation in any CAHELP JPA, program or service as of the end of CAHELP JPA's fiscal year. In addition, such written notice shall, when given, result in any employee or representative of the withdrawing member agency being terminated from CAHELP JPA's Governance Council, or any other Standing Committee effective immediately, unless otherwise directed by the applicable committee.

B. Notwithstanding the foregoing, any member agency may rescind its withdrawal notice from CAHELP JPA, inclusive of its withdrawal from CAHELP JPA programs or services, by written notice with an accompanying resolution from the Board or governing body of the member to be received by CAHELP JPA no later than June 30 of the then existing fiscal year of CAHELP JPA and program participation.

C. Upon any withdrawal, or involuntary termination of a member agency, the withdrawing or terminated member agency shall continue to be responsible for the amount of any additional assessments or contingencies required because of costs, obligations or sums incurred while the withdrawing or terminating member agency was a member of CAHELP JPA and a participant in any program of CAHELP JPA. A withdrawing or terminated member agency shall not be entitled to participate in, or receive any distribution of assets of CAHELP JPA, which assets shall remain the assets of CAHELP JPA.

D. A member agency may be involuntarily terminated from CAHELP JPA by a two-thirds (2/3rds) vote of the Governance Council.

ARTICLE X

LIABILITY

Except as otherwise provided by individual contract, pursuant to the provisions of the Government Code of the State of California, each member agency of CAHELP JPA shall be liable for its pro rata share of all debts and liabilities of CAHELP JPA and its pro rata share of all debts and liabilities of all self-funded programs against members of CAHELP JPA while a member of CAHELP JPA. Notwithstanding the foregoing, all liabilities and equity shall be determined on a program by program basis, with all participants in a given program liable pro rata for all liabilities of a program. . To achieve such purpose, each member agency indemnifies and holds harmless the other members and CAHELP JPA, including all past and present CAHELP JPA staff, Governance Council and all members of other Standing Committees, including all past and present officers for any liability, loss, cost, or expense that may be imposed upon such other member in excess of such pro rata liability.

ARTICLE XI

ARBITRATION

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.

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.

ARTICLE XII

BYLAWS

A. These Bylaws shall be deemed the instrument by which this Authority is governed.

B. These Bylaws shall not be inconsistent with the Joint Powers Agreement or California law.

ARTICLE XIII

AMENDMENT

A. Amendment to these Bylaws may be proposed by any member agency or by any member of the Governance Council, and the Governance Council shall be empowered to revise and amend these Bylaws. Once amended, the revised Bylaws shall be distributed to all member agencies.

B. All amendments must be approved by two thirds (2/3) of a majority of the representatives of the Governance Council sufficient for quorum before the amendment shall become effective.

Effective: ___ 2014

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT MOUNTAIN CHARTER SELPA EXECUTIVE COUNCIL MEETING
April 18, 2024 – 11:00 a.m.

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

MINUTES

DESERT MOUNTAIN CHARTER SELPA EXECUTIVE COUNCIL MEMBERS PRESENT:

Allegiance STEAM Academy – Sebastian Cognetta (via Zoom) and Jacque Williams, Aveson Global/Aveson School of Leaders – Ian Mc Feat via Zoom, Desert Trails Prep/La Verne Elementary Prep – Chantal Mendoza, Elite Academic Academy – Misty Cervantes via Zoom, Julia Lee Performing Arts Academy – Nika Hall and Rachel Thomas via Zoom, Leonardo da Vinci Health Sciences – Courtney Cox via Zoom, Odyssey Charter Schools – Carlos Garcia Saldana via Zoom, Pasadena Rosebud Academy – Shawn Brown, Pathways to College – James Connell, and Southern California Flex Academy – Michelle Romaine.

CAHELP STAFF PRESENT:

Jamie Adkins, Pam Bender, Heidi Chavez, Peggy Dunn, Marina Gallegos, Deborah Sarkesian, Jennifer Sutton and Theresa Vaughan.

1.0 CALL TO ORDER

The regular meeting of the California Association of Health and Education Linked Professions, Joint Powers Authority (CAHELP, JPA) Desert Mountain Charter SELPA Steering and Finance Committee Meeting was called to order by Chairperson Pam Bender at 11:04 a.m., at the Desert Mountain Educational Service Center, Apple Valley.

2.0 ROLL CALL

3.0 PUBLIC PARTICIPATION

None.

4.0 ADOPTION OF THE AGENDA

4.1 **BE IT RESOLVED** that a motion was made by James Connell, seconded by Michelle Romaine, to approve the April 18, 2024 Desert Mountain Charter SELPA Executive Council Meeting Agenda as presented. The motion carried on the following vote: 9:0:0, Ayes: Brown, Cervantes, Connell, Cox, McFeat, Mendoza, Romaine, Saldana, and Williams. Nays: None. Abstentions: None.

5.0 PUBLIC HEARING

5.1 Desert Mountain Charter SELPA Local Plan Section B: Governance and Administration
(ACTION)

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

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT MOUNTAIN CHARTER SELPA EXECUTIVE COUNCIL MEETING
April 18, 2024 – 11:00 a.m.

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

MINUTES

5.1.1 **BE IT RESOLVED** that a motion was made by James Connell, seconded by Michelle Romaine, to approve the Desert Mountain Charter SELPA Local Plan Section B: Governance and Administration as presented. The motion carried on the following vote: 9:0:0, Ayes: Brown, Cervantes, Connell, Cox, McFeat, Mendoza, Romaine, Saldana, and Williams. Nays: None. Abstentions: None.

5.2 Desert Mountain Charter SELPA Annual Service Plan (**ACTION**)

California Education Code requires that an Annual Service Plan be approved by the CAHELP JPA Governance Council as part of the Local Plan. The 2024-25 Annual Service Plan describes all special education services currently provided in the Desert Mountain Charter SELPA broken down by type, location, and level of severity.

5.2.1 **BE IT RESOLVED** that a motion was made by Courtney Cox, seconded by James Connell, to approve the Desert Mountain Charter SELPA 2024-25 Annual Service Plan as presented. The motion carried on the following vote: 9:0:0, Ayes: Brown, Cervantes, Connell, Cox, McFeat, Mendoza, Romaine, Saldana, and Williams. Nays: None. Abstentions: None.

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

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

5.3.1 **BE IT RESOLVED** that a motion was made by James Connell, seconded by Jacque Williams, to approve the Desert Mountain Charter SELPA 2024-25 Annual Budget Plan as presented. The motion carried on the following vote: 9:0:0, Ayes: Brown, Cervantes, Connell, Cox, McFeat, Mendoza, Romaine, Saldana, and Williams. Nays: None. Abstentions: None.

6.0 CONSENT ITEMS

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

6.1 **BE IT RESOLVED** that a motion was made by James Connell, seconded by Shawn Brown, to approve the following Consent Items as presented. The motion carried on the following vote: 10:0:0, Ayes: Brown, Cervantes, Connell, Cox, Hall, McFeat, Mendoza, Romaine, Saldana, and Williams. Nays: None. Abstentions: None.

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT MOUNTAIN CHARTER SELPA EXECUTIVE COUNCIL MEETING
April 18, 2024 – 11:00 a.m.

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

MINUTES

- 6.1.1 October 19, 2023 Desert Mountain Charter SELPA Executive Council Meeting Minutes.
- 6.1.2 January 18, 2024 Desert Mountain Charter SELPA Executive Council Meeting Minutes.
- 6.1.3 2024-25 Desert Mountain Charter SELPA Executive Council Schedule of Meetings.

Note: Nika Hall and Rachel Thomas joined the meeting at 11:30 a.m.

7.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

7.1 Legislative Update

Pam Bender presented a legislative update, highlighting the following bills that pertain to special education:

- Assembly Bill (AB) 438 Pupils with Exceptional Needs: Individualized Education Programs: Postsecondary Goals and Transition Services – states that students are to have transition goals in place by ninth grade. Also, if an IEP team determines a student does not need transition goals before going into ninth grade, it must be written in IEP why transition goals are not included.
- AB 2768 Golden State Teacher Grant Program: Nonpublic, Nonsectarian Schools or Agencies – to expand language so nonpublic schools, nonsectarian schools or agencies are considered priority schools as public schools are.
- AB 1938 Special Education: Inclusive Practices and Strategies – this bill is for children who are deaf, hard of hearing, blind, visually impaired, or deaf-blind to be part of inclusive practices and strategies to improve pupil outcomes.
- AB 2026 Disabilities: Person-First Terminology – looking to institute person-first terminology in Health and Safety Codes along with Welfare and Institutions Codes. The bill, however, is not written consistently using person-first language. DMSELPA and DMCS have had this in place for several years.
- AB 2173 Special Education: Emotional Disability – changing language only from “emotional disturbance” to “emotional disability”. The criteria would not change.
- AB 2784 Special Education: Nonpublic, Nonsectarian Schools: Waivers – is a “spot Bill” meaning there is no substance to the measure but the legislator has intent.
- Senate Bill (SB) 445 Special Education: Individualized Education Programs: Translation Services – the 2nd year of 2-year bill pursuing translations of IEPs to be completed within 30 calendar days of meeting or from when translation requested by parent. State SELPA is talking with the author of the bill in an attempt to change the timeline to 45 days and/or school days instead of calendar days.
- SB 483 Pupil Rights: Prone Restraint – bill would prohibit the use of prone restraint and prone containment in special education and general education.

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT MOUNTAIN CHARTER SELPA EXECUTIVE COUNCIL MEETING
April 18, 2024 – 11:00 a.m.

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

MINUTES

7.2 Credentials Bridge Authorization

Pam Bender presented SBCSS credentials bridge authorization information. With California Commission on Teacher Credentialing (CTC) allowing counties, SELPAs, and LEAs to put a bridge authorization together, SBCSS/Desert Mountain Operations (DMOPS) has created a training for their teachers that was shared with CAHELP Governance Council on March 29, 2024. Pam reviewed the previous credentials and the current credentials, noting that Early Childhood Special Education (ECSE) can now teach transitional kindergarten and kindergarten for students with special needs. Pam also shared the federal disability categories now covered by Mild Moderate Support Needs (MMSN) and Extensive Support Needs (ESN). The DMOPS bridge authorization model is a two-hour training and eliminates the need for teachers to return to school to update their credentials. Governance asked that SELPA provide bridge training for member LEAs. The DMOPS model is a 2-hour class that is well-paced and leads to good discussion along with some outside work and reading. DMOPS is using Elementary and Secondary School Emergency Relief (ESSER) funds to pay the \$100 fee to CTC for their teachers. The SELPA version will be offered to both Desert Mountain Charter SELPA and DMSELPA member LEAs with the individual LEAs deciding on how the \$100 fee will be paid. Pam said when it is offered, the Human Resources portion of the process will be determined. She continued that when it is offered, the special education directors will provide the information to their teachers. It will not be required for LEAs to participate but will be offered to assist those that have a need. Pam stated that this will be worked on during the summer. Pam added she will confirm the timeline for having the bridge complete and will email the information to the LEAs.

7.3 Desert Mountain Charter SELPA Applications for Membership FY 2024-25

Pam Bender called on Heidi Chavez to provided information regarding the applications for membership from Options for Youth – Victor Valley and Ballington – San Bernardino for fiscal year 2024-25. Heidi shared interviews and site walk-throughs have been completed by a panel. The summaries will be provided to Pam who will present to this council then to CAHELP Governance Council in May 2024 with Governance making the final decision. Heidi reminded the executive council members that there are two representatives who sit on the Governance Council as the voice of the charter members.

7.4 SELPA Funding Cap

Marina Gallegos shared information pertaining to the SELPA Funding Cap. It is a new CDE funding requirement that is expected for only one year that reads “For 2023-24 FY, each SELPA shall at a minimum, allocate SPED funding to all members equal to the total sum of base grant funding in 2022-23 multiplied by the sum of 1 + the inflation factor (8.22%) for 2023-24 and then multiplied by the sum of 1 + the percent change in funded ADA of its member agencies.” The reason for the shortfall per LEA is the funding model and will be confirmed when P-2 is certified at the end of

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT MOUNTAIN CHARTER SELPA EXECUTIVE COUNCIL MEETING
April 18, 2024 – 11:00 a.m.

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

MINUTES

June 2024. Marina said the Governance Council could vote to continue the allocation as it is currently written or make revisions.

Pam Bender said State SELPA expects it only for one year. If it does continue, the allocation plan will need adjustments.

7.5 Proposed 2024-25 Desert Mountain SELPA Budget

Marina Gallegos presented the proposed 2024-25 Desert Mountain Charter SELPA Budget. She reviewed the primary funding sources and shared the budgets are based on the SBCSS budget assumptions since they are the administrative agency for CAHELP. Marina shared the budget does include two additional program specialists and one additional program manager. There is some deficit spending expected due to Elite Academic Academy leaving DMCS effective July 1, 2024, which could be offset with the pending membership applications. There is a proposal to continue the pause in the set-aside pool contribution due to the ending balance. Marina explained that Out-of-Home (OOH) Care is a new funding source received by DMCS with CDE recalculating the amount available.

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

Marina Gallegos presented the proposed 2024-25 Desert Mountain SELPA Fee-For-Service rates. She said the FFS rates are for OT/PT services purchased and have been kept flat with no increases.

7.7 Compliance Updates

Peggy Dunn presented an update on compliance items from the California Department of Education (CDE). She reported on the number of LEAs in each level of Annual Determination Monitoring, compiled for both DMCS and DMSELPA. For LEAs in Compliance and Improvement Monitoring (CIM) Targeted 1, 2, and 3, progress reports are due July 10, 2024, which means they must be submitted before school dismisses for summer break. Peggy shared that she has received a number of phone calls from LEAs stating the data CDE is reviewing for Cyclical Monitoring is incorrect. Peggy explained that CDE is looking at data from a single date snapshot and that is the information used for the Annual Determination Letter. She said there are some discrepancies in the data that was pulled that she is working to correct. Peggy continued that in August 2024, CDE will gather another snapshot of LEAs that are in Cyclical Monitoring A, B, and C. It is important for LEAs to have their IEPs up to date so they are not placed in CIM Monitoring for Small Schools. Peggy reviewed the number of late annual and triennial IEPs. On May 1, 2024, the IEP Implementation list of randomly selected students will be provided so CDE can see if IEPs are being implemented with fidelity. This means that no less than 90% of services are being provided. Peggy was told by CDE that the Small Schools monitoring data was pulled from February 2023 with data being pulled from this school year to be used for next year's review.

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT MOUNTAIN CHARTER SELPA EXECUTIVE COUNCIL MEETING
April 18, 2024 – 11:00 a.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

MINUTES

8.0 INFORMATION ITEMS

8.1 Professional Learning Summary

8.2 Resolution Support Services Summary

Jacque Williams wanted it on the record that Allegiance STEAM Academy has only had one filing in 2023-24 and that it was the school filing on the parent. This is being researched by DMCS staff.

8.3 Upcoming Professional Learning Opportunities

9.0 DESERT MOUNTAIN CHARTER SELPA EXECUTIVE COUNCIL MEMBERS COMMENTS / REPORTS

Michelle Romaine said thank you to everyone at DMCS for all they do.

Jacque Williams thanked Colette Garland, Peggy Dunn, and Terri Nelson for their amazing support in getting through SEIS transition.

Michelle Romaine agreed with Jacque and also thanked Marina Gallegos for being a lifeline.

10.0 CEO COMMENTS

Pam Bender said she sent an email to superintendents and CEOs copying the special education directors asking to be contacted if there are errors or data missing from SEIS, or if there are software issues so they can be resolved by June 30, 2024. Pam expressed that resolving any issues could prevent LEAs from having additional differentiated assistance or compliance issues. Pam reported Web IEP is closing June 30, 2024, so there will be no more access to data after that date. She continued that SBCSS Technical Services is working with Colette Garland to place Web IEP history on the LEA servers because Web IEP will be closing its doors June 30, 2024 eliminating all access to those records.

11.0 MATTERS BROUGHT BY CITIZENS

None.

12.0 ADJOURNMENT

Having no further business to discuss, a motion was made by James Connell, seconded by Ian McFeat, to adjourn the meeting at 12:23 p.m. The motion carried on the following vote: 10:0:0, Ayes: Brown, Cervantes, Connell, Cox, Hall, McFeat, Mendoza, Romaine, Saldana, and Williams. Nays: None. Abstentions: None

The next regular meeting of the Desert Mountain Charter SELPA Executive Council will be held on

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT MOUNTAIN CHARTER SELPA EXECUTIVE COUNCIL MEETING
April 18, 2024 – 11:00 a.m.

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

MINUTES

Thursday, May 9, 2024, at 11:00 a.m., at the Desert Mountain Educational Service Center, Aster/Cactus Room, 17800 Highway 18, Apple Valley, CA 92307.

Individuals requiring special accommodations for disabilities are requested to contact Jamie Adkins at (760) 955-3555, at least seven days prior to the date of this meeting.

Legislation Updates May 2024

[AB 2173](#) (Addis) - Special Education: emotional disability

Status: Senate Ed Committee; hearing in late May

[AB 2173 Press Release](#)

[Assembly Education Committee Hearing Recording 2:32:30](#)

[AB 2173 Fact Sheet](#)

ACSE Presentation: <https://youtu.be/0scfCLcXTwI?feature=shared&t=11350>

[Template Letter to Senate Education Committee](#)

[Portal Submission Demonstration](#)

Submit by May 23, 2024

Updates on 2 Year Bills

[SB 445](#) (Portantino) IEP Translations- requires translation of the IEP, assessments and progress used to determine IEP into the native language of the parent, or communication type; within 30 days of the meeting; top 8 languages.

Notes: Inactive file but still communicating; possibility of requesting guidance from CDE due to high cost of bill; budget ask of 6-16 million

Status: Dead

[SB 483](#) (Cortese) Elimination of prone restraint

Notes: stalled early in first year due to high volume of support and author's office couldn't staff the high volume of support; out of Senate; lots of support and moving quickly

Status: Assembly Education Committee; no hearing date yet

[AB 438](#) (Blanca Rubio) – Transition and Post Secondary Goals and Services

Proposed language to the authors includes:

(h) ~~Beginning~~ Pursuant to Section 1414(d)(1)(A)(i)(VIII) of Title 20 of the United States Code and Section 56345.1, if determined appropriate by the pupil's individualized education program team, beginning when the pupil ~~enters grade 9,~~ starts their high school experience and not later than when the pupil is 16 years of

age or younger, as appropriate, and annually thereafter, a statement of needed transition services shall be included in the pupil's individualized education program, pursuant to Section 56345.1 and Section 1414(d)(1)(A)(i)(VIII) of Title 20 of the United States Code. program. If the individualized education program team determines that the pupil would benefit from the postponement of the inclusion of appropriate measurable postsecondary goals and transition services until 16 years of age, rather than when the pupil begins their high school experience, the individualized education program team is encouraged to appropriately justify the basis for that postponement

SELPA Legislative Committee met with the author's office, the governor and State Board of Ed, and ACSA regarding language; recommended amendments were denied.

Status: on the Senate floor; headed to the governor soon

[AB 2026](#) (Mathis)- Disabilities: person first terminology

Status: Assembly Judiciary Committee but appears to be dead

[AB 2563](#) (Essayli)- Newborn Screening Program

This bill would require the department to expand statewide screening of newborns to include screening for Duchenne Muscular Dystrophy.

Status: Assembly Appropriations

[AB 1876](#) (Jackson)- Developmental services: IPP/IFSP: remote meetings

Indefinitely extends provision for remote meetings if requested

Status: Assembly Floor

[AB 1938](#) (Gallagher)- Special education: inclusive practices and strategies

This bill is a result from the deaf community advocacy on SB 354. Major revisions have been made.

Status: Assembly Appropriations

[SB 1263](#) (Newman) Teacher credentialing: teacher performance assessments: repeal.

This bill would repeal all performance assessments.

Status: Senate Appropriations Suspense File

[SB 1391](#) (Rubio) Teachers: preparation and retention data

This bill would require the CA Cradle to Career Data System to create a teacher training and retention dashboard on or before 1/1/26.

Status: Senate Appropriations Suspense File

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

IEP IMPLEMENTATION

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

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

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

CIM Step 1 Due July 10, 2024, for the following: Identified in the March 2024 Annual Determination Letter (ADL) notification as Targeted Level 1, 2, or 3 & **do not** have an approved CIM or CCEIS Plan from the 2022 or 2023 monitoring year.

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

Progress Report #2 due **July 10, 2024** (for the reporting period April 2024-June 2024)

Cyclical Monitoring for Small LEAs Cycle B 2024

Monitoring will begin in fall 2024. LEAs will be sent additional information with more details and an invitation to a Cycle B overview webinar.

Late IEPs

DM Charter SELPA: Plan Reviews 45 & Re-evaluations 12
Charter SELPA: Plan Reviews 1,215 & Re-evaluations 382

7.3 Alternative Pathway Diploma

- Sub-committee met
- Presentation/Workshop Meeting to be held to include from LEAs:
 - Special Education Directors
 - Educational Services Staff (Assistant Superintendent, Directors, or Coordinators, TOA)
- Discussion:
 - Standards to meet
 - Course of Study
 - Credits to receive diploma
 - Implications and consequences across the region
 - Each LEA has own determination

7.4 Credentials Bridge Authorization

- CAHELP Staff will finalize training to provide to LEAs this summer
- Will develop options of participation (in-person/virtual/hybrid)
- Will present to Superintendents for final plan for certifying training and submission/cost to CDE
- Begin Fall 2024

7.5 SEIS Transitional Update

- Web IEP Data is being downloaded to each LEA
- Follow up with each LEA on IEPs and ensuring submission in SEIS and follow up with checking CALPADS records

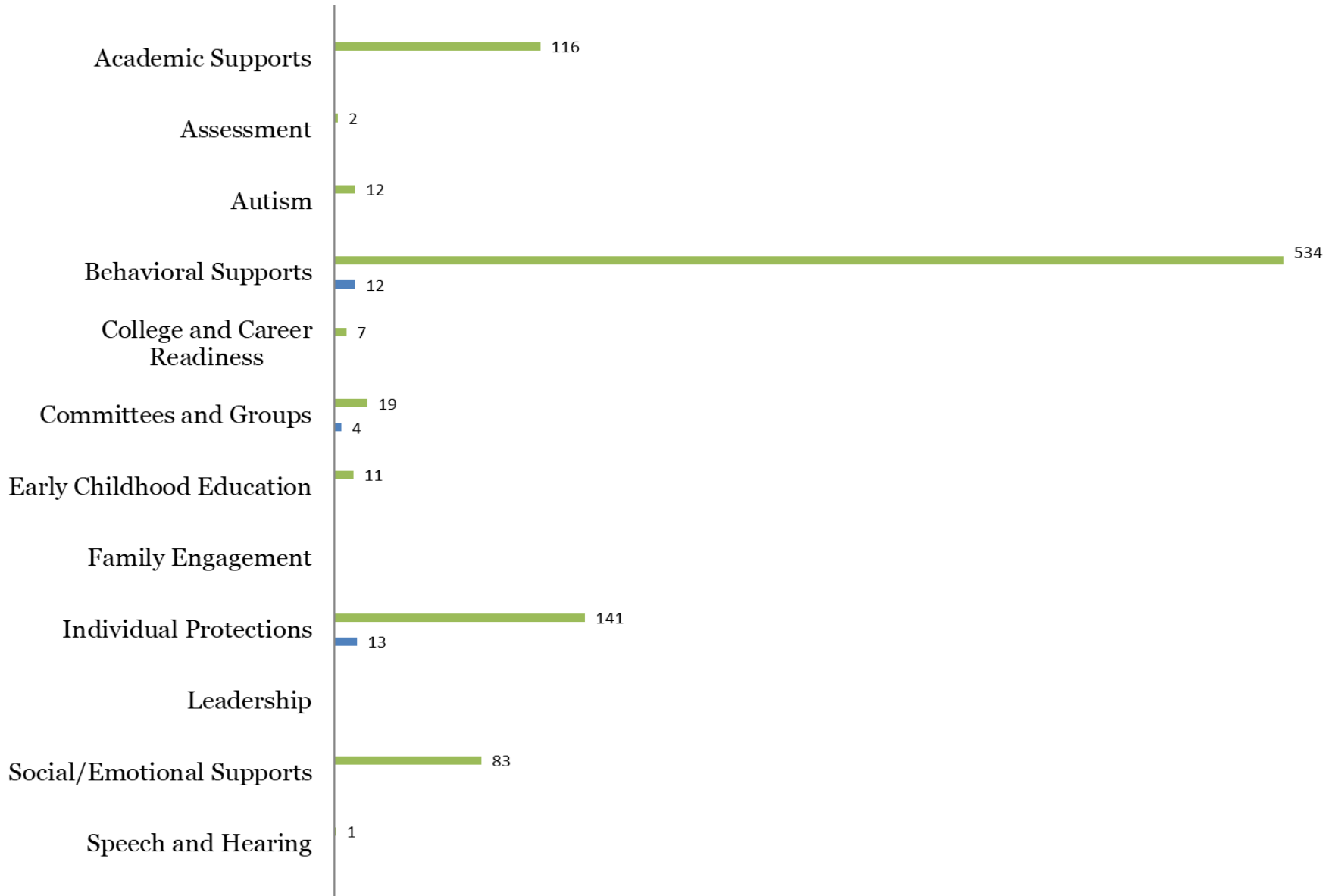
7.6 CALPADS Support

- Colette Garland meeting with Special Education Directors, MIS Analysts and CALPADS staff to assist with any errors that may be coming up.

DMCS PROFESSIONAL LEARNING PARTICIPATION SUMMARY

APRIL 2024 PARTICIPANTS - 29
928 YEAR-TO-DATE PARTICIPANTS

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



Desert Mountain Charter SELPA
Due Process Summary
July 1, 2023 - April 30, 2024

DISTRICT								CASE ACTIVITY FOR CURRENT YEAR							Filed on Parent	
	18/19	19/20	20/21	21/22	22/23	23/24	Total	D/W	Resolution Active	Resolution Settled	Mediation Active	Mediation Settled	Hearing Active	Hearing Decision		
Allegiance STEAM Thrive - Chino	0	0	2	0	2	2	6		0	0	2	0	0	0	0	1
Allegiance STEAM Thrive - Fontana	0	0	0	0	0	0	0		0	0	0	0	0	0	0	0
ASA Charter School	0	0	0	0	0	0	0		0	0	0	0	0	0	0	0
Aveson Global Leadership Acad	1.5	0	0	2	2	0	5.5		0	0	0	0	0	0	0	0
Aveson School of Leaders	1.5	0	0	4	3	0	8.5		0	0	0	0	0	0	0	0
Ballington Acad for Arts & Sci	2	0	0	0	0	0	2		0	0	0	0	0	0	0	0
Desert Trails Prep Academy	0	0	0	0	0	0	0		0	0	0	0	0	0	0	0
Elite Academic Acad - Lucerne	0	0	4	0	0	0	4		0	0	0	0	0	0	0	0
Encore Junior/Senior High School	0	0	0	0	0	0	0		0	0	0	0	0	0	0	0
Julia Lee Performing Arts Acad	0	0	0	0	1	0	1		0	0	0	0	0	0	0	0
LaVerne Elem Preparatory	0.5	0	0	0	0	0	0.5		0	0	0	0	0	0	0	0
Leonardo da Vinci Health Sci	0	0	0	0	0	0	0		0	0	0	0	0	0	0	0
Odyssey Charter School (Altadena)	0	0	0	2	2	1	5		0	0	0	0	1	0	0	0
Odyssey Charter School -South (Pasa)	0	0	0	0	1	0	1		0	0	0	0	0	0	0	0
Pasadena Rosebud Academy	1	0	0	0	0	0	1		0	0	0	0	0	0	0	0
Pathways to College	0	0	0	0	0	0	0		0	0	0	0	0	0	0	0
Southern California Flex Academy	N/A	N/A	0	0	0	0	0		0	0	0	0	0	0	0	0
Taylion High Desert Academy	0	0	0	0	0	0	0		0	0	0	0	0	0	0	0
SELPA-WIDE TOTALS	6.5	0	6	8	11	3	34.5		0	0	2	0	1	0	0	1

Desert Mountain Charter SELPA
 Due Process Activity Summary
 July 1, 2023 - April 30, 2024

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed.	Private Placement <hr/> NPS Placement
1. Odyssey Altadena Case no. 2023080236	Denial of FAPE 1. Failure to address bullying 2. Failure to address chronic absenteeism 3. Failure to address behavior in an IEP 4. Failure to implement IEP 5. Failure to address placement	8/7/2023	8/21/2023	10/3/2023	9/26-28/2023	8/21/23 - Seeking full funding of NPS IEP. 10/3/23 - Parentally placed NPS with reimbursement. Permanent disenrollment from Charter. CLOSED - Mediation			\$46,900
2. Allegiance - Chino Case no. 2023090255	Is parent entitled to an IEE when not disagreeing with an assessment?	9/11/2023	N/A		11/14- 16/2023	10/17/23 - Though not merged with case #253, held discussions together. 11/3/23 - Settled CLOSED - Resolution			
3. Allegiance - Chino Case no. 2023100253	Denial of FAPE 1. Physical abuse with prone restraint; hostile environment 2. Denial of funding for vision therapy 3. Denial of OT 4. Misleading parent about her rights	10/4/2023	10/17/2023		11/21- 22/2023	10/4/23 - "Just provide vision therapy and this will all go away" - Advocate 11/3/23 - Settled by requiring parent to choose from SELPA provider IEE list. CLOSED - Resolution			

Desert Mountain Charter SELPA
Legal Expense Summary
As reported at steering April 18, 2024

2000-2001	\$0.00
2001-2002	\$0.00
2002-2003	\$0.00
2003-2004	\$0.00
2004-2005	\$0.00
2005-2006	\$0.00
2006-2007	\$0.00
2007-2008	\$0.00
2008-2009	\$0.00
2009-2010	\$0.00
2010-2011	\$0.00
2011-2012	\$0.00
2012-2013	\$0.00
2013-2014	\$0.00
2014-2015	\$0.00
2015-2016	\$7,378.00
2016-2017	\$33,886.61
2017-2018	\$70,994.67
2018-2019	\$113,834.81
2019-2020	\$58,033.90
2020-2021	\$43,640.20
2021-2022	\$174,116.17
2022-2023	\$74,861.83
2023-2024	\$39,814.08