
AGENDA - Amended

1.0 CALL TO ORDER

2.0 ROLL CALL

3.0 PUBLIC PARTICIPATION

The general public is encouraged to participate in the deliberation of the CAHELP JPA Governance 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 Governance 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 10, 2024 CAHELP JPA Governance Council Meeting Agenda be approved as presented.

5.0 PRESENTATIONS

5.1 2024-25 County Operated Special Education Projected Fee-For-Service Budget

SBCSS Internal Business Services will present the 2024-25 Proposed County Operated Special Education Fee-For-Service Budget.

6.0 PUBLIC HEARINGS

6.1 Desert Mountain 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 SELPA Local Plan will be presented for public hearing.

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

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

California Education Code requires that an Annual Budget Plan be approved by the CAHELP

AGENDA - Amended

Governance Council as part of the Local Plan. The 2024-25 Annual Budget Plan describes the revenues and expenditures for special education for all local education agencies in the Desert Mountain SELPA.

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

6.3 Desert Mountain SELPA Annual Service Plan (**ACTION**)

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

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

6.4 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.

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

6.5 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.

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

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
GOVERNANCE COUNCIL MEETING

May 10, 2024 - 10:00 a.m.

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

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6.6 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.

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

7.0 INFORMATION / ACTION

7.1 Appointment of Officers of the CAHELP JPA Governance Council – FY 2024-25 (**ACTION**)

Article IV of the CAHELP JPA Bylaws specifies that annually 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. Discussion will center on the selection of these two officers.

7.1.1 **BE IT RESOLVED** that the selection of the chairperson of the CAHELP JPA Governance Council be approved as presented.

7.1.2 **BE IT RESOLVED** that the selection of the vice-chairperson of the CAHELP JPA Governance Council be approved as presented.

7.2 Nigro and Nigro 2022-2023 Audit Report

The annual audit of the financial statements of the governmental activities, the major fund and the aggregate remaining fund of the CAHELP JPA.

7.2.1 **BE IT RESOLVED** that the 2022-23 Audit Report for CAHELP JPA from Nigro and Nigro be approved as presented.

7.3 Proposed 2024-25 CAHELP, Desert Mountain SELPA, Desert Mountain Charter SELPA, and Desert Mountain Children's Center Budgets (**ACTION**)

The annual CAHELP, DMSSELPA, DMCS and DMCC budgets for regional services administered by the SELPA office include the primary services provided through program specialists/regional services, X-pot, clinical counseling, SELPA regional services, and DMCC. In reviewing and approving the budgets, the Governance Council designates and supports the staff and operational expenses necessary to carry out the functions of the SELPAs as designated in the Local Plans.

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)

GOVERNANCE COUNCIL MEETING

May 10, 2024 - 10:00 a.m.

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

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7.3.1 **BE IT RESOLVED** that the Proposed 2024-25 CAHELP, Desert Mountain SELPA, Desert Mountain Charter SELPA, and Desert Mountain Children’s Center Budgets be approved as presented.

7.4 Proposed 2024-25 Desert Mountain SELPA and Desert Mountain Charter SELPA Fee-for-Service Rates (**ACTION**)

The CAHELP CEO will present the Proposed 2024-25 DMSELPA and DMCS Fee-for-Service Rates Service Rates.

7.4.1 **BE IT RESOLVED** that the Proposed 2024-25 Desert Mountain SELPA and Desert Mountain Charter SELPA Fee-For-Service Rates be approved as presented.

7.5 Low Incidence Ending Balance (**ACTION**)

The CAHELP CEO will propose the Low Incidence Ending Balance be used to reimburse charter LEAs for low incidence costs incurred in 2023-24.

7.5.1 **BE IT RESOLVED** that the Low Incidence Ending Balance be used to reimburse charter LEAs for low incidence costs incurred in 2023-24 be approved as presented.

7.6 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 members to maintain the balance of the fund.

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

7.7 Desert Mountain Charter SELPA Applications 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 – Victorville for membership into the Charter SELPA for FY 2024-25. A discussion will occur regarding the potential applicants. 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 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

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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, DMSELPA 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 DMSELPA.

7.7.1 **BE IT RESOLVED** Ballington Academy for the Arts and Sciences – San Bernardino application for membership be approved as presented.

7.7.2 **BE IT RESOLVED** Options for Youth – Victor Valley Charter application for membership be approved as presented.

8.0 CONSENT ITEMS

It is recommended that the Governance 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 Council Member at the meeting for clarification, discussion, or change.

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

8.1.1 March 1, 2024 CAHELP JPA Governance Council Meeting Minutes.

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
GOVERNANCE COUNCIL MEETING

May 10, 2024 - 10:00 a.m.

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

AGENDA - Amended

- 8.1.2 March 29, 2024 CAHELP JPA Governance Council Meeting Minutes.
- 8.1.3 2024-25 CAHELP JPA Governance Council Schedule of Meetings.
- 8.1.4 Approve the 2024-25 Council for Exceptional Children membership for Heidi Chavez in the amount of \$195.00.
- 8.1.5 Approve the 2024-25 California Association of Marriage and Family Therapists (CAMFT) membership for Linda Llamas in the amount of \$300.00.
- 8.1.6 Approve the 2024-25 SANDABS Memberships for the Desert Mountain SELPA and the Desert Mountain Charter SELPA in an amount not to exceed \$500.00 for each SELPA.
- 8.1.7 Approve the 2024-25 Coalition for Adequate Funding for Special Education (CAFSE) Letters of Agreement for Special Services for the Desert Mountain SELPA and the Desert Mountain Charter SELPA in an amount not to exceed \$1500.00 for each SELPA.
- 8.1.8 Approve the 2024-25 SELPA Administrators of California Organizational Memberships for the Desert Mountain SELPA and the Desert Mountain Charter SELPA in an amount not to exceed \$1660.00 for each SELPA.
- 8.1.9 Approve the Declaration of Low Incidence Equipment as Salvage or Surplus.

The Desert Mountain SELPA is seeking approval from the CAHELP JPA Governance Council for the release to surplus or salvage of unassigned and/or obsolete low incidence equipment currently in storage. All of the low incidence equipment identified on the inventory report has been reviewed and determined to be unassigned and/or obsolete.

9.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

9.1 Legislative Update

Pam Bender will provide a legislative update.

9.2 Compliance Update

Pam Bender will provide an update on compliance issues from the California Department of Education including IEP Implementation and Monitoring, Compliance and Improvement Monitoring (CIM) and levels of intervention.

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
GOVERNANCE COUNCIL MEETING

May 10, 2024 - 10:00 a.m.

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

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9.3 Care Solace Rates

Pam Bender will provide the offered 2024-25 Care Solace rates for review.

9.4 SELPA Funding Cap

Pam Bender will provide information on the SELPA Funding Cap. **With the new CDE funding requirement that is expected for only one year, it 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 intent is to ensure LEAs are funded at the same base rate as last year and if, after this calculation, there is a shortfall per LEA the reason could be a result of the funding model and will be confirmed when P-2 is certified at the end of June 2024.**

9.5 Local Plan and California Education Code

Pam Bender will provide an update on the Local Plan and California Education Code.

9.6 Alternate Pathway Diploma

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

9.7 Credentials Bridge Authorization

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

9.8 SEIS Transitional Update

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

9.9 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.

10.0 INFORMATION ITEMS

10.1 Professional Learning Summaries

10.2 Resolution Support Services Summaries

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)

GOVERNANCE COUNCIL MEETING

May 10, 2024 - 10:00 a.m.

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

AGENDA - Amended

11.0 CLOSED SESSION

11.1 Public Employee Discipline/Dismissal/Release/Reassignment/Transfer/Resignation

11.2 Chief Executive Officer Evaluation

12.0 GOVERNANCE COUNCIL MEMBERS COMMENTS / REPORTS

13.0 CEO COMMENTS

14.0 MATTERS BROUGHT BY GENERAL PUBLIC

This is the time during the agenda when the CAHELP JPA Governance 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, speakers are requested to give their name and limit their remarks to five minutes.

Persons wishing to make complaints against CAHELP JPA Governance Council personnel must have filed an appropriate complaint form prior to the meeting.

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

15.0 ADJOURNMENT

The next regular meeting of the CAHELP JPA Governance Council will be held on Friday, October 25, 2024, at 8:00 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.

San Bernardino County Superintendent of Schools
 Desert Mountain County Operated Special Education Program
 2024-25 FFS Budget Summary
 May 2024

2024-25 Budget Assumptions

- 2.5% COLA on salary
- Step and Column included in contracted salaries
- 7.75% increase on Medical
- 2% increase on Dental, Vision and Life
- Employer paid statutory rates as follows:
 - Medicare: 1.45%, SUI: .50%, Workers Comp: 2.51%
 - STRS: 19.10%, PERS: 27.8%, Alt. Retirement: 2.25%
- Indirect Cost Rate: 7.56%

Certificated FTE

| Function | |
|-------------------------|---------------|
| 1100 - Teacher | 187.8 |
| 1200 - Pupil Support | 15.8 |
| 1300 - Supervisor/Admin | 14.01 |
| Total | 217.61 |

Classified FTE

| Function | |
|---------------------------------------|---------------|
| 2100 - Instructional Aides | 368.36 |
| 2200 - Pupil Support | 40.00 |
| 2300/2400 - Clerical & Office Support | 33.45 |
| Total | 441.81 |

| | |
|------------------|---------------|
| Total FTE | 659.42 |
|------------------|---------------|

| 2024-25 Fee-For-Service Budget | |
|----------------------------------|-----------------|
| Total Budgeted Expenditures | \$ 82,907,174 |
| Less Budgeted Offsetting Revenue | \$ 15,656,677 |
| 2024-25 Excess Cost | \$ (67,250,497) |

2024-25 Proposed Fee-For-Service Rates

| RATE | SAI Services >50% - SDC | Related Services DIS | Itinerant | 1:1 Aide | Interpreter | Preschool Assessment | Preschool SDC | Early Start |
|--------------|----------------------------|----------------------------|-----------|-----------|-------------|-------------------------|------------------|-------------|
| 2024-25 Rate | \$ 28,748 | \$ 5,878 | \$ 5,407 | \$ 58,200 | \$ 103,903 | \$ 2,872 | \$ 26,105 | \$ - |
| 2023-24 Rate | \$ 29,164 | \$ 5,727 | \$ 6,447 | \$ 56,276 | \$ 101,739 | \$ 2,661 | \$ 26,099 | \$ - |

| Counts Used to Calculate Rate | SAI Services >50% - SDC | Related Services DIS | Itinerant | 1:1 Aide | Interpreter | Preschool Assessment | Preschool SDC | Early Start |
|----------------------------------|----------------------------|----------------------------|-----------|----------|-------------|-------------------------|------------------|-------------|
| 2024-25 Count | 1175 | 2439 | 330 | 145 | 1 | 75 | 330 | 52 |
| 2023-24 Count | 1023 | 1953 | 302 | 118 | 2 | 75 | 250 | 52 |

San Bernardino County Superintendent of Schools

Desert Mountain County Operated Special Education Program
2024-25 Proposed Budget
May 2024

| | | | SAI SERVICES > 50% SDC | RELATED SERVICES DIS | | 1 TO 1 AIDE SERVICES | INTERPRETER SERVICES | PRESCHOOL ASSESSMENTS | PRESCHOOL SDC | EARLY START | TOTAL | |
|----|-----------------|---|--|----------------------|---------------------|----------------------|----------------------|-----------------------|--------------------|-------------------|---------------------|----------------------|
| | | RATE | \$ 28,748 | \$ 5,878 | \$ 5,407 | \$ 58,200 | \$ 103,903 | \$ 2,872 | \$ 26,105 | \$ - | | |
| 1 | | | | | | | | | | | | |
| 2 | OBJECT | EXPENSE | | | | | | | | | | |
| 3 | 1000-1999 | Certificated Salaries | 13,390,888 | 5,397,313 | 1,075,822 | - | - | 129,132 | 2,717,124 | 378,829 | 23,089,108 | |
| 4 | 2000-2999 | Classified Salaries | 7,530,247 | 2,790,084 | 136,542 | 3,934,317 | 63,758 | - | 1,803,188 | 35,533 | 16,293,669 | |
| 5 | 3000-3999 | Employee Benefits | 11,746,431 | 3,482,167 | 558,374 | 3,037,504 | 41,251 | 55,405 | 2,687,661 | 161,704 | 21,770,497 | |
| 6 | 4000-4999 | Books & Supplies | 160,734 | 26,400 | 5,400 | - | - | 600 | 60,547 | 1,800 | 255,481 | |
| 7 | 5000-5999 | Services & Other Operating Expenditures | 1,423,019 | 2,841,588 | 33,015 | 1,585,060 | 345 | 2,461 | 234,109 | 17,218 | 6,136,815 | |
| 8 | 6000-6999 | Capital Outlay | - | - | - | - | - | - | - | - | - | |
| 9 | | | | | | | | | | | | |
| 10 | | Subtotal | 34,251,319 | 14,537,552 | 1,809,153 | 8,556,881 | 105,354 | 187,598 | 7,502,629 | 595,084 | 67,545,570 | |
| 11 | | % of subtotal | 0.51159 | 0.21714 | 0.02702 | 0.12781 | 0.00157 | 0.00280 | 0.11206 | N/A | | |
| 12 | | | | | | | | | | | | |
| 13 | | Allocated Cost | 4,844,725 | 2,056,284 | 255,898 | 1,210,340 | 14,902 | 26,535 | 1,061,220 | 64,458 | 9,534,361 | |
| 14 | | Subtotal 1000-6000 costs | 39,096,044 | 16,593,836 | 2,065,051 | 9,767,221 | 120,256 | 214,133 | 8,563,849 | 659,542 | 77,079,931 | |
| 15 | | | | | | | | | | | | |
| 16 | 7300-7380 | Indirect Cost @ 7.56% | 2,955,661 | 1,254,494 | 156,118 | 738,402 | 9,091 | 16,188 | 647,427 | 49,861 | 5,827,243 | |
| 17 | | | | | | | | | | | | |
| 18 | | TOTAL EXPENSE | 42,051,705 | 17,848,330 | 2,221,169 | 10,505,623 | 129,347 | 230,322 | 9,211,276 | 709,403 | 82,907,174 | |
| 19 | | | | | | | | | | | | |
| 20 | RESOURCE | OBJECT | REVENUE | | | | | | | | | |
| 21 | | | LCFF Distribution (based on % of total expense of applicable program) | 0.57798 | 0.24532 | 0.03053 | 0.14439 | 0.00178 | | | | |
| 22 | 6500 | 8710 | Local Control Funding Formula Revenue | 8,272,222 | 3,511,043 | 436,938 | 2,066,619 | 25,445 | | | 14,312,267 | |
| 23 | 3315 | 8182 | Federal Preschool | | | | | 4,860 | 194,370 | | 199,230 | |
| 24 | 3310 | 8182 | Preschool Local Entitlement Allocation | | | | | 10,060 | 402,351 | | 412,411 | |
| 25 | 3385 | 8182 | Part C Early Intervention | | | | | | | 37,210 | 37,210 | |
| 26 | 3385 | 8590 | Infant | | | | | | | 0 | 0 | |
| 27 | 6510 | 8311 | Infant I-50 Apportionment | | | | | | | 629,050 | 629,050 | |
| 28 | 6515 | 8590 | Infant Discretionary | | | | | | | 66,509 | 66,509 | |
| 29 | 6500 | 8311 | Contribution for Needles Nursing Services | | | | | | | | 0 | |
| 30 | 6500 | 8989 | Contribution from Unrestricted | 0 | | | | | | | 0 | |
| 31 | | | TOTAL REVENUE: | \$ 8,272,222 | \$ 3,511,043 | \$ 436,938 | \$ 2,066,619 | \$ 25,445 | \$ 14,921 | \$ 596,720 | \$ 732,769 | \$ 15,656,677 |
| 32 | | | | | | | | | | | | |
| 33 | | Excess Cost Per Program | (33,779,482) | (14,337,287) | (1,784,231) | (8,439,004) | (103,903) | (215,401) | (8,614,555) | 23,366 | (67,250,497) | |
| 34 | | | | | | | | | | | | |
| 35 | | (Estimated Number of Services for 2024-25) | 1,175 | 2,439 | 330 | 145 | 1 | 75 | 330 | 52 | | |
| 36 | | 2024-25 Proposed Rates | \$ 28,748 | \$ 5,878 | \$ 5,407 | \$ 58,200 | \$ 103,903 | \$ 2,872 | \$ 26,105 | \$ - | | |
| 37 | | | | | | | | | | | | |
| 38 | | 2023-24 FFS Rates | \$ 29,164 | \$ 5,727 | \$ 6,447 | \$ 56,276 | \$ 101,739 | \$ 2,661 | \$ 26,099 | - | | |

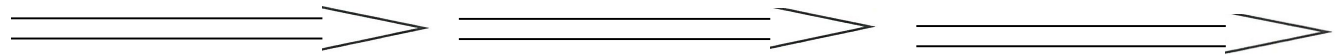


Desert Mountain Special Education Local Plan Area
17800 Highway 18
Apple Valley, CA 92307-1219

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

Desert Mountain SELPA Local Plan - Updates for 2024-2025

Section B: Governance and Administration Special Education Local Plan Area



Special Education Local Plan Area - Local Plan Requirements

- 12 items:
 - Desert/Mountain SELPA → Desert Mountain SELPA or DMSELPA
 - Desert/Mountain Charter SELPA → Desert Mountain Charter SELPA or DMCS
- Overview of SELPA roles and responsibilities - No Changes
 - Geographical area, Policy making, COE role, CAC, Stakeholder roles and interactions with SELPA, Monitoring of programs, funding and allocation of funds, low incidence equipment and services, AU role

Policies Procedures and Programs

- 21 Items:
 - Specific Policy and Procedures Addressed
 - Location of the Policy
 - Title of Document

Administration of Regionalized Operations and Services

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

Special Education Local Plan Area Services

- 6 items
 - Description of Early Childhood Programs, parent concerns, Dispute resolution process, referral process for Special Education, process for NPA and NPS, Option for FAPE
 - Require more specific description programs and services

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



California Department of Education
Special Education Division

SELPA Desert Mountain SELPA - 3601

Fiscal Year 2024-25

B. Governance and Administration

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

Participating Local Educational Agencies

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

Special Education Local Plan Area—Local Plan Requirements

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

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

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

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

Some Charter LEAs are outside the geographic boundaries of the Desert

Section B: Governance and Administration

SELPA Desert Mountain SELPA - 3601

Fiscal Year 2024-25

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

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

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

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

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consideration by the CAHELP JPA Governance Council.

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

CAHELP JPA Governance Council

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

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

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

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Steering/Finance Committee and/or the CAHELP JPA Governance Council consider a topic, are invited to complete a Request to Address either the Desert Mountain Steering/Finance committee and/or the CAHELP JPA Governance Council form.

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

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

The CAHELP JPA Governance Council shall have responsibility for overall management and direction of the Local Plan development, implementation, and operation. CAHELP JPA Governance Council members shall be involved in the budget review and approval process for the Local Plan. SBCOE as the current RLA, and any successors or later RLA, shall have responsibility for employing the number and type of Desert Mountain SELPA staff to meet the program and service requirements necessary for the implementation of the Local Plan as determined by the CAHELP JPA Governance Council.

Responsibilities of the CAHELP JPA Governance Council

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

- A. Establish operational procedures and make decisions on any matters regarding implementation, administration, and operation of special education programs in accordance with the Local Plan;
- B. Review and approve all Desert Mountain SELPA policies, procedures, standards, and guidelines;
- C. Review, approve, and monitor the allocation of special education funds to LEAs through the Annual Budget Plan process;
- D. Review, approve, and monitor all budgets assigned to the Desert Mountain SELPA office;
- E. Provide leadership to the Desert Mountain SELPA regarding the development, revision, implementation, and review of the Local Plan;
- F. Select and recommend to the Superintendent of the RLA, a qualified

candidate to the employed as the CAHELP CEO;

- G. Evaluate the performance of the CAHELP CEO;
- H. Determine and provide direction related to the personnel, program, and service requirements necessary for the implementation of the Local Plan and allocation of special education funds;
- I. Meet as often as necessary during the year to implement the business of the Desert Mountain SELPA and to provide the necessary direction and guidance to the CAHELP CEO;
- J. Provide direction, consultation, and technical assistance to the LEAs and the Superintendent of the RLA;
- K. Provide a consistent forum to develop, review, and approve policy recommendations, which are submitted to the CAHELP JPA Governance council for consideration;
- L. Approve interagency agreements;
- M. Designate participants for the Desert Mountain SELPA Steering/Finance Committee;
- N. Establish and promote a Community Advisory Committee (CAC).
- O. Receive recommendations from the CAC, Desert Mountain SELPA Steering/Finance Committee, LEA boards, and other concerned agencies and individuals;
- P. Decide disputes, if any, between participating LEAs that arise concerning special education related matters or related to the interpretation of the Local Plan and other agreements or policies between or among the LEAs;
- Q. Annually evaluate the Local Plan implementation and operations; and
- R. Undertake such additional activities as permitted under the JPA Agreement and Bylaws, California law, and the Local Plan.

Desert Mountain SELPA Steering and Finance Committee

Each participating LEA shall appoint an appropriate administrator of special education programs and an administrator who is knowledgeable in the area of special education finance to membership of the Desert Mountain SELPA Steering and Finance Committee. The Desert Mountain SELPA Steering and Finance Committee may be requested by the CAHELP JPA Governance Council to provide advice or assistance in other areas as needs are identified within the Desert Mountain SELPA.

The Desert Mountain SELPA Steering and Finance Committee meets on a regular basis. The CAHELP CEO or designee serves as the Chairperson of the committee and is responsible for providing timely written notice of the meeting and agenda, minutes for the

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meeting, and additional documentation as needed to provide informed decision-making.

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

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

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

Distribution of Federal and State Funds

All federal and state special education funds shall be allocated to the Desert Mountain

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

Responsibilities for Distribution of Federal and State Funds

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

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

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

B. Monitoring the Use of State and Federal Funds

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

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

The Desert Mountain SELPA monitors the distribution and appropriate use of funds and shares this information with the Desert Mountain SELPA Steering/Finance Committee.

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When necessary, meetings are held with individual LEAs for the purpose of monitoring funds.

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

Procedures for Changes in CAHELP JPA Governance Structure

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

1. Any LEA may elect to pursue an alternative option from those specified in California Education Code 56195.1 by notify CDE, Desert Mountain SELPA, and the San Bernardino County Superintendent of Schools at least one year prior to the date the alternative plan would become effective (California Education Code 56195.3(b)).
 - a. Each participating LEA will cooperate with the County office and other LEAs in the DMSELPA in planning its option under California Education Code § 56195.1, and notify the department, impacted special education local plan areas, and participating County offices of its intent to elect an alternative option at least one fiscal year prior to the proposed effective date of the implementation of the alternative plan. Any such plan will be submitted to the County office for review in accordance with guidelines approved by the CAHELP JPA Governance Council. Any LEA initiating a proposal to withdraw from the DMSELPA shall bear the total cost of consultants retained to provide a thorough analysis of legal or fiscal implications caused by such proposed action. In addition, any due process costs associated with a withdrawal from the DMSELPA shall be borne entirely by the LEA initiating the change.
2. Any alternative plan of an LEA is subject to the approval of the San Bernardino County Superintendent, which would have LEAs as participating agencies in the alternative plan (California Education Code 56195.1).
3. Approval of a proposed alternative plan by the appropriate County Superintendent(s) must be based on the capacity of the LEA(s) to ensure that special education programs and services are provided to all children with

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disabilities (California Education Code 56140 (b)).

- 4. If the County Superintendent does not approve an alternative plan, the County Office shall return the plan with comments and recommendations to the LEAs. The LEAs participating in the alternative plan may appeal the decisions to the Superintendent of Public Instruction (California Education Code 56140(b)(2)).

Any alternative plan to be submitted by an LEA or group or LEAs currently participating in the Desert Mountain SELPA must meet the standards established by the State Board of Education.

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

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

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

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

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

A. Responsibilities of the RLA

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

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

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Governance Council by the CAHELP CEO for review and approval;

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

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

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

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

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

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

Desert Mountain SELPA staff shall be employed by the RLA and supervised by the CAHELP CEO according to the RLA's policy and practices. The CAHELP

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

C. CAHELP CEO

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

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

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

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

Desert Mountain SELPA Staff

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

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

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

Program Managers

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

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

Program Specialist

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

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

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

Yes No

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

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

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

1. Advising the CAHELP CEO regarding the development, amendment, and review of the Local Plan;
2. Recommending annual priorities to be addressed by the plan;
3. Assisting in parent education;
4. Encouraging community involvement;
5. Fulfilling such other responsibilities as designated in the Local Plan;

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

Procedures for CAC appointment

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

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

Responsibilities of the CAC

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

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to:

- 1.** Improve communications among students with disabilities, their parents/guardians, and LEA staff;
- 2.** Increase public awareness and understanding of the unique educational needs of students with disabilities by communicating with LEAs, the Desert Mountain SELPA, and legislative staff members;
- 3.** Advise local, county, and state officials of the development, operation, and review of the Local Plan;
- 4.** Provide a support group and forum for students with disabilities and their parents/guardians where they may express their needs and concerns regarding their children's education;
- 5.** Conduct parent orientation, education training programs for individuals or groups as a means of increasing support for improved educational opportunities for all students;
- 6.** Advise the CAHELP CEO and Desert Mountain SELPA Steering/Finance Committee regarding the development and review of the Local Plan and review of programs under the Local Plan;
- 7.** Make recommendations on annual priorities to be addressed under the Local Plan to the Desert Mountain SELPA Steering/Finance Committee;
- 8.** Assist in parent education and training. Recruit parents and other volunteers who may contribute to the implementation of the Local Plan;
- 9.** Encourage public involvement in the development and review of the Local Plan;
- 10.** Act in support of students with disabilities. Serve as liaison between the CAHELP CEO and the local communities;
- 11.** Encourage regular attendance in all school programs. Assisting in parent awareness of the importance of regular school attendance;
- 12.** Submit an annual written report to the CAHELP CEO and the Desert Mountain SELPA Steering/Finance Committee regarding progress of CAC projects;
- 13.** Submit an annual written report to the CAHELP JPA Governance Council. Apprise the CAHELP JPA Governance Council, as needed, on matters of community concern;
- 14.** Become familiar with the laws pertaining to special education and students with disabilities; and

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

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

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

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

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

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

C. Steering/Finance Committee:

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

• Provide recommendations for membership to the CAC;

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

D. LEA Governing Boards are responsible for:

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

E. The CAHELP CEO is responsible to:

• Review the input of the CAC Local Plan Committee regarding the Local Plan;

• Review drafts;

• Provide input;

• Make recommendations to the SELPA Superintendents' Policy Council;

• Review the final plan before submission.

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

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

• Dates of CAC Local Plan Committee to discuss/review revisions to the Local Plan

• Dates of CAC public meetings where drafts were reviewed/discussed

• Minutes from the DMSELPA Steering/Finance Committee where drafts of the Local Plan were reviewed/discussed

• Minutes from the CAHELP Governance Council meetings where drafts of the Local Plan were reviewed/discussed/approved.

• Minutes from the Local Plan Workgroup Committee where drafts of the Local Plan were reviewed/discussed.

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

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

A. Responsibilities of the RLA

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

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

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

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

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

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

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

The CAHELP CEO shall be responsible for recommending the employment of

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Desert Mountain SELPA personnel to carry out those functions described in the Local Plan.

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

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

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

B. CAHELP CEO

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

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

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

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

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

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

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

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

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Appendix of the Local Plan.

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

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

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

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

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

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

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

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10. For multi-LEA local plans, specify:

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

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

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

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

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

As a member of the CAHELP JPA Governance Council, the LEA Superintendent/CEO provides a liaison function between the LEA Governing Board and the CAHELP JPA Governance Council. The LEA Superintendent/

CEO provides leadership within the LEA in support of special education programs and recommend the adoption of the LEA special education policies to the governing boards.

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

1. Establish operational procedures and make decisions on any matters regarding implementation, administration, and operation of special education programs in accordance with the Local Plan;
1. Review and approve all Desert Mountain SELPA policies, procedures, standards and guidelines;
2. Review, approve and monitor the allocation of special education funds to LEAs through the Annual Budget Plan process;
3. Review, approve and monitor all budgets assigned to the Desert Mountain SELPA office;
4. Provide leadership to the Desert Mountain SELPA regarding the development, revision, implementation, and review of the Local Plan;
5. Select and recommend to the Superintendent of the RLA, a qualified candidate to be employed as the CAHELP CEO;
6. Evaluate the performance of the CAHELP CEO;
7. Determine and provide direction related to the personnel, program, and service requirement necessary for the implementation of the Local Plan and allocation of special education funds;
8. Meet as often as necessary during the year to implement the business of the Desert Mountain SELPA and to provide the necessary direction and guidance to the CAHELP CEO;
9. Provide direction, consultation, and technical assistance to the LEAs and the Superintendent of the RLA;
10. Provide a consistent forum to develop, review, and approve policy recommendations, which are submitted to the CAHELP JPA Governance Council for consideration;
11. Approve interagency agreements;
12. Designate participants for the Desert Mountain SELPA Steering/Finance Committee;
13. Establish and promote a Community Advisory Committee (CAC);
14. Receive recommendations from the CAC, Desert Mountain SELPA

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Steering/Finance Committee, LEA boards, and other interested agencies and individuals;

15. Decide disputes, if and, between participating LEAs that arise concerning special education related matters or related to the interpretation of the Local Plan and other agreements or policies between or among the LEAs;
16. Annually evaluate the Local Plan implementation and operations; and
17. Undertake such additional activities as permitted under the JPA Agreement and Bylaws, California law, and the Local Plan.

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

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

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

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

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

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

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

A. Responsibilities of the RLA

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

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

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

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

The governing boards of each of the participating LEAs agree to invest in the CAHELP JPA.

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

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

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

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

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

C. CAHELP CEO

The fundamental role of the CAHELP CEO is to provide leadership and facilitate

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

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

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

D. Responsibilities of Participating LEAs

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

In the event of a conflict regarding the responsibility of specific LEAs for the provision of services to children with disabilities cannot be resolved satisfactorily, either party to the dispute may appeal the

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decision of the CAHELP CEO to the CAHELP JPA Governance Council for a hearing on the matter. The decision of the CAHELP JPA Governance Council shall be final.

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

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

1. Responsibilities for Distribution of Federal and State Funds

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

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

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

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

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

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Individuals with Disabilities Education Act (IDEA), other applicable laws, and the Desert Mountain SELPA policies and procedures.

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

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

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

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

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

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

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

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

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

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

DMSELPA LRE policy specifies that special education programs, appropriate to meet student needs, are housed on regular school campuses, as well as on leased sites, and are dispersed through the DMSELPA as equitably as possible to ensure that students with disabilities are served as close to home as possible. Member LEAs shall ensure that students with disabilities shall have equal access to general education activities, programs, and facilities while on the regular school site and

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participate in those activities as appropriate to meet their needs. The DMSELPA IEP contains a statement of supplementary aids and services that the student with a disability may need to ensure their participation in the general education curriculum. Member LEAs shall encourage the close cooperation of all school personnel to facilitate opportunities for social as well as academic interaction between students with disabilities and nondisabled students. Member LEAs shall ensure that all students with disabilities are educated and participate with nondisabled students in academic, nonacademic, and extracurricular activities to the extent appropriate. The IEP shall contain a statement of the program modifications and/or supports for school personnel that will be provided for the students with a disability in order to be educated and participate in activities with nondisabled students.

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

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

Policies, Procedures, and Programs

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

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

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

Document Title: Chapter 5: Supports and Services

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Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

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Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

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Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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the SELPA as stated:

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

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Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

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56205(a)(16)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

Administration of Regionalized Operations and Services

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

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

Document Title:

Document Location:

Description:

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local plan.
Role of individual LEAs: The member districts of the Desert Mountain SELPA ensure a full continuum of services are available in order to provide a free and appropriate public education to all students with disabilities for whom they are responsible. The individual LEAs, through their representative to the Board of Directors, approve any policies and procedures needed to implement the local plan.

2. Coordinated system of identification and assessment:

Document Title:

Document Location:

Description:

3. Coordinated system of procedural safeguards:

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Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Description:

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Description:

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

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

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Description:

and implementation of the local plan accountability system by accepting regionalized services and program specialist funds and the responsibilities that accompany them to monitor the funding of the operations of the Desert Mountain SELPA.

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

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

7. Coordinated system of data collection and management:

Document Title:

Desert Mountain SELPA IEP Manual

Document Location:

Desert Mountain SELPA IEP Manual

Description:

Direct instructional support provided by program specialist: Not applicable.

Respective roles of the RLA/ AU: Not applicable

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

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

8. Coordination of interagency agreements:

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| | |
|--------------------|---|
| Document Title: | <input type="text" value="Interagency Agreements"/> |
| Document Location: | <input type="text" value="Desert Mountain SELPA Policy Manual: Chapter 12"/> |
| Description: | <p>Direct instructional support provided by program specialist: Not applicable. Respective roles of the RLA/ AU: not applicable Role of the Chief Executive Officer: The SELPA Chief Executive Officer ensures that interagency agreements are in place as required by California Education Code and provides technical assistance and dispute resolution as needed. The SELPA Chief Executive Officer, or designee, serves on committees as interagency agreements are being reviewed, revised, or developed. Role of individual LEAs: The member districts of the Desert Mountain SELPA through their representative to the Board of Directors approve and implement interagency agreements as appropriate.</p> |

9. Coordination of services to medical facilities:

| | |
|--------------------|--|
| Document Title: | <input type="text" value="Provision of Healthcare Services"/> |
| Document Location: | <input type="text" value="Desert Mountain SELPA Policy Manual: Chapter 20"/> |
| Description: | <p>Direct instructional support provided by program specialist: The program specialists of the Desert Mountain SELPA when requested provide technical assistance to assure pupils have a full educational opportunity regardless of the district of residence or location of services provided. Respective roles of the RLA/ AU: Not applicable Role of the Chief Executive Officer: The SELPA Chief Executive Officer facilitates the coordination of services to medical facilities by the designated LEAs. Role of individual LEAs: Individuals with exceptional needs who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes are the educational responsibility of the Desert Mountain SELPA member district in which the hospital or facility is located.</p> |

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

| | |
|-----------------|---|
| Document Title: | <input type="text" value="Nonpublic Schools and Agencies"/> |
|-----------------|---|

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Document Location:

Description:

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

Document Title:

Document Location:

Description:

12. Fiscal and logistical support of the CAC:

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Document Title: Section B: Governance and Administration

Document Location: Desert Mountain SELPA Local Plan

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

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

Document Title: Instructional Services

Document Location: Desert Mountain SELPA Policy Handbook: Chapter 4

Description: Direct instructional support provided by program specialist: Not Applicable
Respective roles of the RLA/ AU: SBCSS assures the coordination of transportation services for individuals with exceptional needs by accepting regionalized services and program specialist funds and the responsibilities that accompany them to oversee the funding operations for the Desert Mountain SELPA.
Role of the Chief Executive Officer: The SELPA Chief Executive Officer provides guidance and technical assistance, as requested, in addressing questions regarding the provision of transportation services for individuals with exceptional needs.
Role of individual LEAs: Each member district of the Desert Mountain SELPA is responsible for providing transportation for their students with disabilities as determined by their IEP teams.

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

Document Title: Transition Services

Document Location: Desert Mountain SELPA Policy Manual: Chapter 9

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Description:

Direct instructional support provided by program specialist: The program specialists in addition to the Career Technical Education team of the Desert Mountain SELPA provide staff development, program development, and innovation of special methods and approaches to LEA members for the provision of career and technical education and transition services.
Respective roles of the RLA/ AU: SBCSS assures the coordination of career and vocational education and transition services by accepting regionalized services, CTE grants, program specialist funds and the responsibilities that accompany them to assist the operations of the Desert Mountain SELPA
Role of the Chief Executive Officer: The SELPA Chief Executive Officer provides technical assistance and oversight of staff development to LEA members for the provision of career and technical education and transition services. The SELPA Chief Executive Officer ensures appropriate interagency agreements are in place and facilitates connections to agencies, as appropriate.
Role of individual LEAs: Each member district of the Desert Mountain SELPA provides appropriate career and vocational education and transition services as required under state and federal law.

15. Assurance of full educational opportunity:

Document Title:

Least Restrictive Environment/Free Appropriate Public Education

Document Location:

Desert Mountain SELPA IEP Manual

Description:

Direct instructional support provided by program specialist: The program specialists of the Desert Mountain SELPA provide technical assistance to assure pupils have a full educational opportunity regardless of the district of special education accountability.
Respective roles of the RLA/ AU: Not applicable
Role of the Chief Executive Officer: The SELPA Chief Executive Officer ensures a full continuum of services is available and provided. The SELPA Chief Executive Officer assists with Inter-SELPA Transfers, as needed. Additionally, the SELPA Chief Executive Officer provides program development and technical assistance upon request or as determined to be needed by the SELPA to member districts and/or nonpublic schools.
Role of individual LEAs: Each member district of the desert Mountain SELPA, through their representative to the Board of Directors determines the regional programs needed to meet the needs of the students with disabilities within the SELPA. Additionally, each member district of the Desert Mountain SELPA is responsible for providing a full

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continuum of services.

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

Document Title: Fiscal Allocation Plan

Document Location: Desert Mountain SELPA Policy Manual: Chapter 24

Direct instructional support provided by program specialist: Not applicable
Respective roles of the RLA/ AU: SBCSS provides the fiscal administration and distribution of state and federal funds to the SELPA. Role of the Chief Executive Officer: The Desert Mountain SELPA Chief Executive Officer facilitates the distribution of funds in accordance with the Fiscal Allocation Plan. The SELPA Chief Executive Officer also facilitates the development of the Annual Budget Plan.
Role of individual LEAs: Each member district of the Desert Mountain SELPA through their representative to the Board of Directors approves the allocation of funds to the member LEAs and approves the Annual Plan. The member districts also submit fiscal reports as required by state and federal laws
Transfer of Federal and State Educationally Related Mental Health Services Funds from Member LEAs to SELPA via the Administrative Unit
Under current law, state (SACS resource code 6546) and federal (SACS resource code 3327) funds for educationally related mental health services ("ERMHS") for students eligible for special education and related services are distributed to the Desert Mountain SELPA(DMSELPA) on behalf of member LEAs. The funds are received by San Bernardino County Superintendent of Schools, the Administrative Unit (AU), on behalf of the DMSELPA. Historically, the SELPA has provided mental health services to member LEAs through a Fee for Service model and contracts with San Bernardino County Department of Behavioral Health (DBH). When AB114 (ERMHS funding) was enacted in 2011, the local California Association of Health and Education Linked Professions, Joint Powers Authority (CAHELP JPA)/DMSELPA Governance Council, voted to create a SELPA-wide consortia providing

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Educationally Related Mental Health Services. All state and federal mental health funds are currently retained at the SELPA for services to member LEAs. The Governor's 2022-2023 State Budget included a shift in distribution of these funds to individual LEAs which was postponed and reintroduced for the 2023-2024 school year. Member LEAs of the CAHELP JPA/Desert Mountain SELPA have a history of collaborative local decision-making ensuring the full continuum of services, including ERMHS, are available to all students served by the SELPA. Member LEAs recognize that, if the shift in funding distribution goes into effect, it will result in significant and unnecessary changes to the manner in which ERMHS services are provided. Changes from the shift in funding distribution will result in program, funding, and staffing challenges that will impact the quality of services to students, families, and staff across the SELPA. To avoid the unnecessary changes and resulting consequences of shifting the distribution of funds directly to LEAs, the Parties desire to maintain CAHELP JPA/DMSELPA's current structure for distributing state and federal ERMHS funds. If the state changes the way in which these state and federal funds are distributed, member LEAs agree that the allocation for state principal apportionment for state ERMHS (6546) and federal ERMHS (3327) funds will be transferred from the San Bernardino County Superintendent of Schools as the Administrative Unit ("AU") to the Desert Mountain SELPA. Regardless of the distribution method determined by the state, CAHELP JPA/DMSELPA will continue to utilize the funds to provide the ERMHS programs and services at the SELPA consortia level. If any changes in these services are required, changes will be determined by the CAHELP JPA Governance Council based on local needs.

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

Document Title: Supports and Services

Document Location: Desert Mountain SELPA Policy Manual: Chapter 5

Direct instructional support provided by program specialist: The program specialists of the Desert Mountain SELPA provide direct instructional program support when requested to do so by a member district.
Respective roles of the RLA/ AU: SBCSS assures direct instructional

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Description:

program support that may be provided by program specialists by accepting regionalized services and program specialist funds and the responsibilities that accompany them to oversee the funding operations of the Desert Mountain SELPA.
Role of the Chief Executive Officer: The SELPA Chief Executive Officer provides oversight in the provision of direct instructional support by programs specialists and provides technical assistance, as requested or determined appropriate.
Role of individual LEAs: The member districts of the Desert Mountain SELPA determine their needs for instructional program support and request support from the Desert Mountain SELPA.

Special Education Local Plan Area Services

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

Document Title:

Document Location:

Description:

Early Education Services are provided for all eligible infants, toddlers, and preschool children by member LEAs through:

- LEA preschool programs and services
- Cooperative agreements within the SELPA wherein infant programs are operated by San Bernardino County Superintendent of Schools (SBCSS)
- An Interagency Agreement between Inland Regional Center and DMSELPA for Implementation of California’s Early Intervention which describes specific policies, procedures, roles and responsibilities for serving infants and toddlers. Member LEAs of the DMSELPA follow transition procedures identified in the Agreement for transition of toddlers into LEA preschool programs and services (Part C to Part B transition).

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

Document Title:

Document Location:

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Description:

that public hearings, adequate notices of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities, are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the Individuals with Disabilities Education Act (IDEA). Per the SELPA Local Plan, the California Association of Health and Education Linked Professions, Joint Powers Authority (CAHELP JPA) Governance Council is responsible for approval of policy for special education programs and services that relate to the SELPA. Policies governing the SELPA are adopted by the CAHELP JPA and included as part of the Local Plan. Input may be received from parents, staff, public and nonpublic agencies, and members of the public at large. It is the practice that policies are presented to the SELPA Council for review then brought back for revision, if recommended, then presented to the CAHELP JPA Governance Council for review and final approval and adoption. Local Education Agencies (LEAs) will have the policies available for review and comment by the public, parents of children with disabilities, or individuals with disabilities.

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

Document Title:

Document Location:

Description:

A. In the event of a dispute between a member LEA and CAHELP JPA, the dispute shall be subject to binding arbitration and all parties shall be bound by the findings and decision of the Arbitrator(s). All disputes shall be subject to binding arbitration including, but not limited to, any disputes arising between CAHELP JPA and any member LEA concerning the Joint Powers Agreement, the Bylaws, any programs, or in any way involving or relating to the operations, management and activities of CAHELP JPA and/or the right, duties or obligations of the member agency.
B. The binding arbitration shall be conducted by JAMS, before a single arbitrator from JAMS, unless otherwise agreed between CAHELP JPA and the member agency, and shall be conducted by and under the operative rules and procedures of JAMS.
C. Regardless of the outcome of the arbitration, CAHELP JPA and the member agency shall share equally in the costs of the arbitration and in the compensation of the arbitrator, provided that the arbitrator shall have discretion to award fees and costs to the extent the arbitrator

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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

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

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

Document Location: Desert Mountain SELPA Policy Manual

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

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

Document Title: Chapter 18 Nonpublic Schools and Agencies

Document Location: Desert Mountain SELPA Policy Manual

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Description:

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

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

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

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

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

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

Document Title: Chapter 7 Procedural Safeguards

Document Location: Desert Mountain SELPA Policy Manual

As members of the DMSELPA, each LEA desires to provide a free and appropriate public education (FAPE) to all school aged K-12 individuals with disabilities, who are enrolled in their LEA, including children who have been suspended or expelled or placed in a nonpublic school or

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agency services. The DMSELPA will provide technical support to any LEAs identified as the DOR for students age 18 to 21 who are incarcerated in a county jail and remaining eligible for special education to assist in meeting their obligation. The DMSELPA may facilitate collaboration with the county jails as requested. Students shall be referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized. (Education Code 56303)

Special Education Local Plan Area (SELPA) Local Plan

SELPA

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LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

Local Plan Section D: Annual Budget Plan

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

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

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

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TABLE 1

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

D-1. Special Education Revenue by Source

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

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

D-2. "Other Revenue" Source Identification

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

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

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

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

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SELPA

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TABLE 2

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

D-4. Total Projected Budget by Object Code

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

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

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

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

D-6. Code 7000—Other Outgo and Financing

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

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

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TABLE 3

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

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

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

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

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

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

D-9. Special Education Local Plan Area Allocation Plan

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

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

- b. YES NO

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

Section D: Annual Budget Plan

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

Section D: Annual Budget Plan

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TABLE 4

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

D-10. Regionalized Operations Budget

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

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

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

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

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

SELPA

Fiscal Year

TABLE 5

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

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

D-12. Defined Goals for Students with LI Disabilities

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

YES NO

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

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

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

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

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

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

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

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

Special Education Local Plan Area (SELPA) Local Plan

SELPA Desert Mountain SELPA - 3601

Fiscal Year 2024-25

LOCAL PLAN
Attachments
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

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Attachment I—Local Educational Agency Listing

Participating Local Educational Agency Identification

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

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

To Add or Delete Rows:

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

LEA Membership Changes:

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

SELPA County/District/School Codes

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

Attachment I

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

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

Attachment I

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

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

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

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

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

Attachment II

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

Attachment II—Projected Special Education Revenue by Local Educational Agency

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

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

Attachment II

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

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

Attachment II

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

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

Attachment III

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

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

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

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

Attachment III

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

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

Attachment III

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

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

Attachment IV

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

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

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

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

Attachment IV

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

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

Attachment IV

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

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

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

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

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

Attachment V

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

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

Attachment V

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

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

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

SELPA:

Fiscal Year:

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

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

| LEA Name | Add or Delete Row | LEA Status | Special Education Director | Disability Coordinator or Special Education Administrator | Initiating SELPA Notification Date | SELPA Governing Board Notification Date | COE Notification Date | CDE Notification Date | Agreed Upon Effective Fiscal Year |
|----------------|-------------------|-----------------|----------------------------|---|------------------------------------|---|-----------------------|-----------------------|-----------------------------------|
| Not applicable | | Delete This Row | | | | | | | <input type="text"/> |

DO NOT
DISTRIBUTE

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

LOCAL PLAN
Attachments
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

**INTENTIONALLY
LEFT
BLANK**

Attachment I—Local Educational Agency Listing

Participating Local Educational Agency Identification

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

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

To Add or Delete Rows:

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

LEA Membership Changes:

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

SELPA County/District/School Codes

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

Attachment I

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

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

Attachment I

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

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

Attachment II

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

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

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

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

Attachment II

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

Attachment II—Projected Special Education Revenue by Local Educational Agency

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

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

Attachment II

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

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

Attachment II

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

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

Attachment III

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

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

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

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

Attachment III

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

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

Attachment III

SELPA:

Fiscal Year:

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

Attachment IV

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

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

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

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

Attachment IV

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

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

Attachment IV

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

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

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

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

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

Attachment V

SELPA: Desert Mountain SELPA - 3601

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

Attachment V

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

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

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

SELPA:

Fiscal Year:

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

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

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

DO NOT
DISTRIBUTE

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

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



California Department of Education

Special Education Division

Local Plan Annual Submission

SELPA:

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Local Plan Section E: Annual Service Plan

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

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

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

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

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

- 330–Specialized Academic Instruction/
Specially Designed Instruction

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

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

Service is Not Currently Provided

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

340—Intensive Individual Instruction

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

Service is Not Currently Provided

350—Individual and Small Group Instruction

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

Service is Not Currently Provided

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415–Speech and Language

Service is Not Currently Provided

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

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

425–Adapted Physical Education

Service is Not Currently Provided

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

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

435–Health and Nursing: Specialized
Physical Health Care

Service is Not Currently Provided

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

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

436–Health and Nursing: Other

Service is Not Currently Provided

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

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

445–Assistive Technology

Service is Not Currently Provided

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

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

450–Occupational Therapy

Service is Not Currently Provided

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

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

460–Physical Therapy

Service is Not Currently Provided

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

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

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

510–Individual Counseling

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

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

Service is Not Currently Provided

515–Counseling and Guidance

Service is Not Currently Provided

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

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

520–Parent Counseling

Service is Not Currently Provided

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

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

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

525–Social Worker

Service is Not Currently Provided

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

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

530–Psychological

Service is Not Currently Provided

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

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

535–Behavior Intervention

Service is Not Currently Provided

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

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

540–Day Treatment

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

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

Service is Not Currently Provided

545–Residential Treatment

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

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

Service is Not Currently Provided

610–Specialized Service for Low Incidence Disabilities

Service is Not Currently Provided

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

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

710–Specialized Deaf and Hard of Hearing

Service is Not Currently Provided

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

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

715–Interpreter

Service is Not Currently Provided

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

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

720–Audiological *Service is Not Currently Provided*

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

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

725–Specialized Vision *Service is Not Currently Provided*

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

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

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

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

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

735–Braille Transcription *Service is Not Currently Provided*

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

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

740–Specialized Orthopedic *Service is Not Currently Provided*

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

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

745–Reading *Service is Not Currently Provided*

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

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

750–Note Taking *Service is Not Currently Provided*

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

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

755–Transcription *Service is Not Currently Provided*

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

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

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

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

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

820–College Awareness *Service is Not Currently Provided*

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

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

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

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

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

840–Career Awareness *Service is Not Currently Provided*

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

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

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

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

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

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855–Job Coaching *Service is Not Currently Provided*

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

860–Mentoring *Service is Not Currently Provided*

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

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

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

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

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

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

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

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

900–Other Related Service

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

Service is Not Currently Provided



Description of the "Other Related Service"

SPECIAL TRANSPORTATION

Qualifications of the Provider Delivering "Other Related Service"

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

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

| | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z | AA | AB | AC | AD | AE | AF | AG | AH | AI | AJ | AK | AL | AM | AN | AO | AP | AQ | AR | AS | AT | AU | AV | AW | AX | AY | | |
|-----|------------------------------------|---|----------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|---|
| 175 | MRA-ROCKVIEW PARK | Mojave River Academy - Rockview Park | 01372160137216 | | Y | | | | | | | | | Y | | | | | Y | Y | Y | | | Y | | | | | | | | | | | | | | | | | Y | Y | Y | | | | | | | | Y | | |
| 176 | MRA-ROUTE 66 | Mojave River Academy - Route 66 | 01372080137208 | | Y | | | | | | | | | Y | | | | | Y | | | Y | | | Y | Y | | | | | | | | | | | | | | | | | | | | | | | | Y | Y | | |
| 177 | MRA-SILVER MOUNTAIN | Mojave River Academy - Silver Mountain | 01372240137224 | | Y | | | | | | | | | Y | | | | | Y | Y | Y | Y | | | Y | Y | | | | | | | | | | | | | | | | | | | | | | | | Y | | | |
| 178 | NEEDLES UNIFIED SCHOOL DISTRICT | BRIGHT FUTURES RVRSD NPS - NEEDLES | 36678013667801 | | | | | | | | | | | Y | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 179 | NEEDLES UNIFIED SCHOOL DISTRICT | Chemehuevi Valley Elementary | 36678016101885 | | Y | | | | | | | | | Y | | | | | | Y | | | | | Y | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 180 | NEEDLES UNIFIED SCHOOL DISTRICT | Educational Training Center | 36678013630266 | | Y | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Y | Y | |
| 181 | NEEDLES UNIFIED SCHOOL DISTRICT | MONUMENT PEAK | 36678010141705 | | Y | | | | | | | | | Y | | | | | | | Y | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Y | | |
| 182 | NEEDLES UNIFIED SCHOOL DISTRICT | Needles Community Day | 36678010132720 | | Y | | | | | | | | | | | | | | | | | | | | Y | | | | | | | | | | | | | | | | | | | | | | | | | | Y | | |
| 183 | NEEDLES UNIFIED SCHOOL DISTRICT | NEEDLES MID | 36678016100929 | | Y | | | | | | | | | Y | | | | | | | | | | | Y | | | | | | | | | | | | | | | | | | | | | | | | | | Y | | |
| 184 | NEEDLES UNIFIED SCHOOL DISTRICT | NEEDLES SR | 36678013634169 | | Y | | | | | | | Y | | Y | | | | | Y | | Y | Y | | | Y | | Y | | | | | | | | | | | | | | | | | | | | | | | | Y | | |
| 185 | NEEDLES UNIFIED SCHOOL DISTRICT | VISTA COL | 36678016036115 | | Y | | | | | | | | | Y | | | | | | Y | | | | | Y | | | | | | | | | | | | | | | | | | | | | | | | | | Y | Y | Y |

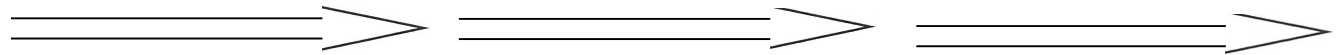


Desert Mountain Special Education Local Plan Area
17800 Highway 18
Apple Valley, CA 92307-1219

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

Desert Mountain SELPA Local Plan - Updates for 2024-2025

Section B: Governance and Administration Special Education Local Plan Area



Special Education Local Plan Area - Local Plan Requirements

- 12 items:
 - Desert/Mountain SELPA → Desert Mountain SELPA or DMSELPA
 - Desert/Mountain Charter SELPA → Desert Mountain Charter SELPA or DMCS
- Overview of SELPA roles and responsibilities - No Changes
 - Geographical area, Policy making, COE role, CAC, Stakeholder roles and interactions with SELPA, Monitoring of programs, funding and allocation of funds, low incidence equipment and services, AU role

Policies Procedures and Programs

- 21 Items:
 - Specific Policy and Procedures Addressed
 - Location of the Policy
 - Title of Document

Administration of Regionalized Operations and Services

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

Special Education Local Plan Area Services

- 6 items
 - Description of Early Childhood Programs, parent concerns, Dispute resolution process, referral process for Special Education, process for NPA and NPS, Option for FAPE
 - Require more specific description programs and services

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



California Department of Education
Special Education Division

SELPA

Fiscal Year

B. Governance and Administration

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

Participating Local Educational Agencies

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

Special Education Local Plan Area—Local Plan Requirements

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

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

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

The Desert Mountain Charter SELPA (DMCS) regional governance and administrative structure of the local plan falls under the governance and administrative structure of the California Association of Health and Education Linked Professions, Joint Powers Authority (CAHELP, JPA). CAHELP, JPA operates the departments of Desert Mountain SELPA, Desert Mountain Charter SELPA, and Desert Mountain Children's Center (DMCC, a mental health component). CAHELP, JPA is a consortium of local school districts within our geographical region and charter LEAs throughout the State of California. Participating LEAs of the DMCS have joined in a cooperative effort to provide for the coordinated delivery of programs and services, and to assure equal access to such programs and services to eligible individuals with disabilities requiring special education within the DMCS. The CAHELP, JPA Governance Council is the governing board of the DMCS and shall adopt policies for the DMCS and participating LEAs. The policies and procedures adopted by the CAHELP, JPA Governance Council under the authority of the adopting LEA boards have the same status and authority as other LEA board policies. In adopting the Local Plan, each LEA agrees to carry out the

duties and responsibilities assigned to each agency, or which may be designated at a later date through agreement/policy of the participating LEAs to assist one another with meeting the requirements of applicable federal and state law. Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable federal and state law.

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

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

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

The DMCS is governed by the CAHELP, JPA Governance Council. The CAHELP, JPA Governance Council shall be advised by the CAHELP CEO who shall, in turn be advised by the DMCS Executive Council, Steering/Finance Committee and the Community Advisory Committee (CAC). The CAHELP CEO is responsible to ensure

that all aspects of the approved DMCS Local Plan are implemented according to the approved California Department of Education (CDE) Local Plan and by the CAHELP, JPA Governance Council.

CAHELP, JPA Governance Council

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

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

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

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

The CAHELP, JPA Governance Council may initiate and carry on an activity or may otherwise act in any manner which is not inconsistent with or preempted by law, and

which is not in conflict with the purposes for which the DMCS is established.

The CAHELP, JPA Governance Council shall have responsibility for overall management and direction of the Local Plan development, implementation, and operation. Governance Council members shall be involved in the budget review and approval process for the Local Plan. SBCOE serves as the current RLA, and any successors or later RLA, shall have responsibility for employing the number and type of DMCS staff to meet the program and service requirements necessary for the implementation of the Local Plan as determined by the CAHELP, JPA Governance Council.

Responsibilities of the CAHELP, JPA Governance Council

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

- A. Establish operational procedures and make decisions on any matters regarding implementation, administration, and operation of special education programs in accordance with the Local Plan;
- B. Review and approve all DMCS policies, procedures, standards, and guidelines;
- C. Review, approve, and monitor the allocation of special education funds to LEAs through the Annual Budget Plan process;
- D. Review, approve, and monitor all budgets assigned to the DMCS office;
- E. Provide leadership to the DMCS regarding the development, revision, implementation, and review of the Local Plan;
- F. Select and recommend to the Superintendent of the RLA, a qualified candidate to be employed as the CAHELP CEO;
- G. Evaluate the performance of the CAHELP CEO;
- H. Determine and provide direction related to the personnel, program, and service requirements necessary for the implementation of the Local Plan and allocation of special education funds;
- I. Meet as often as necessary during the year to implement the business of the DMCS and to provide the necessary direction and guidance to the CAHELP CEO;
- J. Provide direction, consultation, and technical assistance to the LEAs and the Superintendent of the RLA;
- K. Provide a consistent forum to develop, review, and approve policy recommendations, which are submitted to the Governance Council for consideration;
- L. Approve interagency agreements;
- M. Designate participants for the DMCS Steering/Finance Committee;

- N. Establish and promote a Community Advisory Committee (CAC);
- O. Receive recommendations from the CAC, Executive Council, DMCS Steering and Finance Committee, LEA boards, and other concerned agencies and individuals;
- P. Decide disputes, if any, between participating LEAs that arise concerning special education related matters or related to the interpretation of the Local Plan and other agreements or policies between or among the LEAs;
- Q. Annually evaluate the Local Plan implementation and operations; and
- R. Undertake such additional activities as permitted under the JPA Agreement and Bylaws, California law, and the Local Plan.

Desert Mountain Charter Executive Council

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

DMCS Steering and Finance Committee

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

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

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

- A. Provide information and recommendations for the development, modification, and implementation of the Local Plan to the Executive Council and CAHELP, JPA Governance Council;
- B. Develop and implement forms and procedures for the identification, referral, assessment, IEP development, and special education service delivery to individuals with disabilities as established by the Local Plan;

- C. Develop procedures and recommendations for programs and services for review, modification, and approval by the CAHELP, JPA Governance Council;
- D. Develop, review, and/or modify an annual budget for the DMCS operations, including Regional Services, Program Specialists, and other DMCS administrative budgets prior to review, modification, and approval by the Executive Council and final approval by the CAHELP, JPA Governance Council;
- E. Recommend and monitor staff development training programs, including parent education activities;
- F. Provide recommendations for membership to the CAC;
- G. Develop, review, and/or modify the Annual Service Plan prior to adoption by the Executive Council and final adoption by the CAHELP, JPA Governance Council;
- H. Develop, review, and/or modify the Annual Budget Plan prior to adoption by the Executive Council and final adoption by the CAHELP, JPA Governance Council;
- I. Provide information and recommendations for the development, modification, and implementation of the DMCS funding allocation plan to the Executive Council and CAHELP, JPA Governance Council; and,
- J. Review and make recommendations to the DMCS Executive Council and CAHELP, JPA Governance Council regarding decisions that impact the finances of LEAs.

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

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

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

The role of the LEAs is for responsible data entry, quality and integrity of information including in each LEAs MIS system. The LEAs will approve the California Longitudinal

Assessment and Pupil Data System (CALPADS) submission as required by the CDE.

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

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

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

Distribution of Federal and State Funds

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

Responsibilities for Distribution of Federal and State Funds

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

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

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

of disbursement.

B. Monitoring the Use of State and Federal Funds

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

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

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

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

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

Procedures for Changes in Governance Structure

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

1. Any LEA may elect to pursue an alternative option from those specified in California Education Code 56195.1 by notifying CDE, DMCS, and the County Superintendent at least one year prior to the date the alternative plan would become effective (California Education Code 56195.3(b)).

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2. Any alternative plan of an LEA is subject to the approval of the County Superintendent, which would have LEAs as participating agencies in the alternative plan (California Education Code 56195.1).
3. Approval of a proposed alternative plan by the appropriate County Superintendent(s) must be based on the capacity of the LEA(s) to ensure that special education programs and services are provided to all children with disabilities (California Education Code 56140 (b)).
4. If the County Superintendent does not approve an alternative plan, the County Office shall return the plan with comments and recommendations to the LEAs. The LEAs participating in the alternative plan may appeal the decisions to the Superintendent of Public Instruction (California Education Code 56140(b)(2)).

Any alternative plan to be submitted by an LEA or group of LEAs currently participating in the DMCS must meet the standards established by the State Board of Education.

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

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

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

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

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

A. Responsibilities of the RLA

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

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

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

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

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

The CAHELP CEO shall be responsible for recommending the employment of DMCS

personnel to carry out those functions described in the Local Plan.

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

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

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

C. CAHELP CEO

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

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

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

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

Desert Mountain Charter SELPA Staff

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

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

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

Program Managers

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

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

Program Specialists

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

- Academics
- Alternative Dispute Resolution
- Behavior Management
- Evidence Based Practices (EBPs)

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- Improvement Science
- Positive Behavioral Supports
- Social/Emotional Learning
- Speech and Language
- Universal Design for Learning

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

Yes No

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

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

Each participating member LEA of the Desert Mountain Charter SELPA (DMCS), shall appoint representatives to the CAC for the purpose of:

1. Advising the CAHELP CEO regarding the development, amendment, and review of the Local Plan;
2. Recommending annual priorities to be addressed by the plan;
3. Assisting in parent education;
4. Encouraging community involvement;
5. Fulfilling such other responsibilities as designated in the Local Plan.

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

Procedures for CAC appointment

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

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

Responsibilities of the CAC

The CAC shall serve in an advisory capacity to the DMCS and shall act to:

1. Improve communications among students with disabilities, their parents/guardians, and LEA staff;
2. Increase public awareness and understanding of the unique educational needs of students with disabilities by communicating with LEAs, the DMCS, and legislative staff members;
3. Advise local, county, and state officials of the development, operation, and review of the Local Plan.
4. Provide a support group and forum for students with disabilities and their parents/guardians where they may express their needs and concerns regarding their children's education;
5. Conduct parent orientation, education training programs for individuals or groups as a means of increasing support for improved educational opportunities for all students;
6. Advise the CAHELP CEO, the DMCS Executive Council and DMCS Steering and Finance Committee regarding the development and review of the Local Plan and review of programs under the Local Plan;
7. Make recommendations on annual priorities to be addressed under the Local Plan to the DMCS Executive Council and DMCS Steering and Finance Committee;

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8. Assist in parent education and training. Recruit parents and other volunteers who may contribute to the implementation of the Local Plan;
 9. Encourage public involvement in the development and review of the Local Plan;
 10. Act in support of students with disabilities. Serve as liaison between the CAHELP CEO and the local communities;
 11. Encourage regular attendance in all school programs. Assisting in parent awareness of the importance of regular school attendance;
 12. Submit an annual written report to the CAHELP CEO and the DMCS Executive Council and DMCS Steering and Finance Committee regarding progress of CAC projects;
 13. Submit an annual written report to the CAHELP, JPA Governance Council. Apprise the CAHELP, JPA Governance Council, as needed, on matters of community concern;
 14. Become familiar with the laws pertaining to special education and students with disabilities; and,
- Other duties and responsibilities as assigned by the CAHELP, JPA Governance Council.

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

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

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

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

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

A. Responsibilities of the RLA

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

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

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

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

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

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

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

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

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

C. CAHELP CEO

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

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

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

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

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

In adopting the Local Plan, each participating local education agency agrees to carry out the duties and responsibilities assigned to it within the plan. Each agency shall provide special education and services to all eligible students attending their charter schools. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the LEA of residence programs. Such cooperation ensures that a range of program options is available throughout the DMCS.

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

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

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

Each LEA of special education accountability is responsible for the students within their jurisdiction. There

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are no additional contractual agreements that supersede education code.

10. For multi-LEA local plans, specify:

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

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

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

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

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

- 1. Establish operational procedures and make decisions on any matters regarding implementation, administration, and operation of special education programs in accordance with the Local Plan;
- 2. Review and approve all DMCS policies, procedures, standards and guidelines;
- 3. Review, approve, and monitor the allocation of special education funds to LEAs through the Annual Budget Plan process;
- 4. Review, approve, and monitor all budgets assigned to the DMCS office;
- 5. Provide leadership to the DMCS regarding the development, revision, implementation, and review of the Local Plan;
- 6. Select and recommend to the Superintendent of the RLA, a qualified candidate to be employed as the CAHEP CEO;

7. Evaluate the performance of the CAHELP CEO;
8. Determine and provide direction related to the personnel, program, and service requirements necessary for the implementation of the Local Plan and allocation of special education funds;
9. Meet as often as necessary during the year to implement the business of the DMCS and to provide the necessary direction and guidance to the CAHELP CEO;
10. Provide direction, consultation, and technical assistance to the LEAs and the Superintendent of the RLA;
11. Provide a consistent forum to develop, review, and approve policy recommendations, which are submitted to the CAHELP, JPA Governance Council for consideration;
12. Approve interagency agreements;
13. Designate participants for the DMCS Steering and Finance Committee;
14. Establish and promote a Community Advisory Committee (CAC);
15. Receive recommendations from the DMCS Executive Council, CAC, DMCS Steering and Finance Committee, LEA boards, and other interested agencies and individuals;
16. Decide disputes, if an, between participating LEAs that arise concerning special education related matters or related to the interpretation of the Local Plan and other agreements or policies between or among the LEAs;
17. Annually evaluate the Local Plan implementation and operations; and
18. Undertake such additional activities as permitted under the JPA Agreement and Bylaws, California law, and the Local Plan.

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

AB1808 requires the superintendent or other chief administrator of a LEA to post on the Internet Web site of the local education agency any local plan, annual budget plan, annual service plan, and annual assurances support plan upon approval of the special education local plan area, and any updates or revisions to the plans upon approval of the special education local plan area.

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

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

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

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

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

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

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

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

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

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

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

A. Responsibilities of the RLA

The RLA shall be responsible for functions as specified under California

Education Code 56195.1(c)(2) such as, but not limited to:

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

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

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

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

The CAHELP CEO shall be responsible for recommending the employment of

DMCS personnel to carry out those functions described in the Local Plan.

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

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

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

C. CAHELP CEO

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

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

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

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

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

1. Responsibilities for Distribution of Federal and State Funds

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

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

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

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

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

funding provision of the California Education Code, the Individuals with Disabilities Education Act (IDEA), other applicable laws, and DMCS policies and procedures.

The DMCS will provide technical assistance in ensuring the Charter LEAs have support necessary to fulfill their legal obligations under California Education Code, the Individuals with Education Act (IDEA), other applicable laws, and DMCS policies and procedures.

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

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

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

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

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

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

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

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

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

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

Policies, Procedures, and Programs

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

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

Policy/Procedure Number:

Document Title:

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Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

Charter LEA members are only authorized to serve children in grades K-12 under the current Education Code. In the event this changes in the future, Charter LEA members shall be responsible for identifying, assessing, and serving children birth through five per the guidelines of the Charter SELPA policies and procedures. For children, birth through five, who are referred for assessment to Charter LEA members in the Charter SELPA, the Charter LEA member shall assist parents in directing referrals to the responsible LEA

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families

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shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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Yes No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

Charter LEAs are not required to provide a proportionate amount of federal funds to private schools. This is the responsibility of the student's district of residence (where the student resides).

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

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Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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the SELPA as stated:

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

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Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

Administration of Regionalized Operations and Services

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

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

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

2. Coordinated system of identification and assessment:

| | |
|--------------------|--|
| Document Title: | <input type="text" value="Chapter 1: Identification and Referral"/> |
| Document Location: | <input type="text" value="Desert Mountain Charter SELPA Policy Manual"/> |
| Description: | <p>Direct instructional support provided by program specialist: The program specialists of the Desert Mountain Charter SELPA observe, consult and assist service providers. Respective roles of the RLA/ AU: Not applicable. Role of the Chief Executive Officer: The SELPA Chief Executive Officer ensures each Charter LEA conducts child find activities. The SELPA provides technical support to Charter LEAs and guidance to parents, as needed. The SELPA participates in child find activities by establishing policies and procedures for the member Charter LEAs and ensures appropriate interagency agreements are in place. Role of individual LEAs: The member districts of the Desert Mountain Charter SELPA are responsible for identifying and assessing all students for</p> |

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3. Coordinated system of procedural safeguards:

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Description:

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

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

Document Title: Chapter 3: Instructional Planning

Document Location: Desert Mountain Charter SELPA Policy Manual

Description: Direct instructional support provided by program specialist: The program specialists of the Desert Mountain Charter SELPA identify and coordinate curricular resources for students with disabilities. Respective roles of the RLA/ AU: Not applicable. Role of the Chief Executive Officer: The SELPA Chief Executive Officer provides technical assistance and staff development, as requested or determined appropriate, to assure a coordinated system of curriculum development and alignment with the state standards and core curriculum. Role of individual LEAs: The member Charter LEAs of the Desert Mountain Charter SELPA determine their needs for curriculum development and alignment with state standards and core curriculum, based on their local needs.

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

Document Title: Introduction

Document Location: Desert Mountain Charter SELPA Policy Manual

Direct instructional support provided by program specialist: When requested, the program specialist of the Desert Mountain Charter SELPA evaluate the effectiveness of programs for students with disabilities Respective roles of the RLA/ AU: SBCSS assures a coordinated system of internal program review, evaluation of effectiveness of the local plan, and implementation of the local plan accountability system by accepting regionalized services and program specialist funds and the responsibilities that accompany them to monitor the funding of the

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Description:

operations of the Desert Mountain Charter SELPA. Role of the Chief Executive Officer: The SELPA Chief Executive Officer ensures the Local Plan is reviewed and evaluated on an ongoing basis to determine the effectiveness of its implementation. The SELPA Chief Executive Officer ensures the submission annually of all information required by CDE, in this effort, including statistical data, program information, and fiscal information related to programs and services for pupils with disabilities. The SELPA Chief Executive Officer supports member Charter LEAs in the collection of data related to compliance, due process procedures, availability of services, and key performance indicators, as needed. Role of individual LEAs: The member Charter LEAs of the Desert Mountain SELPA individually review and monitor Annual Performance Reports, the California School Dashboard, and other data sources to ensure students with disabilities receive a free and appropriate public education. Individual Charter LEAs will also engage in monitoring activities as required by the CDE.

7. Coordinated system of data collection and management:

Document Title:

Document Location:

Description:

Direct instructional support provided by program specialist: Not applicable. Respective roles of the RLA/ AU: Not applicable Role of the Chief Executive Officer: The SELPA Chief Executive Officer approves and certifies the California Longitudinal Assessment and Pupil Data System (CALPADS) submission of each member Charter LEA as required by the California Department of Education. The SELPA provides technical assistance and training to Charter LEAs in data collection and management. Role of individual LEAs: The member districts of the Desert Mountain Charter SELPA LEAs are responsible for data entry, quality and integrity. The Charter LEAs approve and certify the California Longitudinal Assessment and Pupil Data System (CALPADS) submission as required by the California Department of Education.

8. Coordination of interagency agreements:

Document Title:

Document Location:

Direct instructional support provided by program specialist: Not applicable. Respective roles of the RLA/ AU: not applicable Role of the

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Description:

9. Coordination of services to medical facilities:

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Description:

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

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

Document Title:

Document Location:

Description:

12. Fiscal and logistical support of the CAC:

Document Title:

Document Location:

Description:

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

Document Title:

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Document Location:

Description:

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

Document Title:

Document Location:

Description:

15. Assurance of full educational opportunity:

Document Title:

Document Location:

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Description:

specialists of the Desert Mountain Charter SELPA provide technical assistance to assure pupils have a full educational opportunity regardless of the district of special education accountability. Respective roles of the RLA/ AU: Not applicable Role of the Chief Executive Officer: The SELPA Chief Executive Officer ensures a full continuum of services is available and provided. The SELPA Chief Executive Officer assists with Inter-SELPA Transfers, as needed. Additionally, the SELPA Chief Executive Officer provides program development and technical assistance upon request or as determined to be needed by the SELPA to member districts and/or nonpublic schools. Role of individual LEAs: Each member LEA of the Desert Mountain Charter SELPA, through their representative to the CAHELP Governance Board determines the regional programs needed to meet the needs of the students with disabilities within the SELPA. Additionally, each member LEA of the Desert Mountain Charter SELPA is responsible for providing a full continuum of services.

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

Document Title: Chapter 10: Fiscal Allocation Plan

Document Location: Desert Mountain Charter SELPA Policy Manual

Description:

Direct instructional support provided by program specialist: Not applicable. Respective roles of the RLA/ AU: SBCSS provides the fiscal administration and distribution of state and federal funds to the SELPA. Role of the Chief Executive Officer: The Desert Mountain Charter SELPA Chief Executive Officer facilitates the distribution of funds in accordance with the Fiscal Allocation Plan. The SELPA Chief Executive Officer also facilitates the development of the Annual Budget Plan. Role of individual LEAs: Each member district of the Desert Mountain Charter SELPA through their representative to the CAHELP Governance Board approves the allocation of funds to the member LEAs and approves the Annual Budget Plan. The member districts also submit fiscal reports as required by state and federal laws.

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

Document Title: Chapter 22: Supports and Services

Document Location: Desert Mountain Charter SELPA Policy Manual

Direct instructional support provided by program specialist: The program specialists of the Desert Mountain Charter SELPA provide direct instructional program support when requested to do so by a member Charter LEA. Respective roles of the RLA/ AU: SBCSS assures direct instructional program

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Description:

support that may be provided by program specialists by accepting regionalized services and program specialist funds and the responsibilities that accompany them to oversee the funding operations of the Desert Mountain Charter SELPA. Role of the Chief Executive Officer: The SELPA Chief Executive Officer provides oversight in the provision of direct instructional support by programs specialists and provides technical assistance, as requested or determined appropriate. Role of individual LEAs: The member Charter LEAs of the Desert Mountain Charter SELPA determine their needs for instructional program support and request support from the Desert Mountain Charter SELPA.

Special Education Local Plan Area Services

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

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Description:

It shall be the policy of the Charter Special Education Local Plan Area (SELPA) that public hearings, adequate notices of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities, are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the Individuals with Disabilities Education Act (IDEA). Per the Charter SELPA Local Plan, the California Association of Health and Education Linked Professions, Joint Powers Authority (CAHELP JPA) Governance Council is responsible for approval of policy for special education programs and services that relate to the Charter SELPA. Policies governing the Charter SELPA are adopted by the CAHELP, JPA and included as part of the Local Plan. Input may be received from parents, staff, public and nonpublic agencies, and members of the public at large. It is the practice that policies are presented to the Charter SELPA

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Executive Council for review then brought back for revision, if recommended, then presented to the CAHELP, JPA Governance Council for review and final approval and adoption. Charter Local Education Agencies (LEAs) will have the policies available for review and comment by the public, parents of children with disabilities, or individuals with disabilities.

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

Document Title: CAHELP Bylaws: Article XI - Arbitration

Document Location: CAHELP Bylaws

Description: A. In the event of a dispute between a member agency and CAHELP, JPA, the dispute shall be subject to binding arbitration and all parties shall be bound by the findings and decision of the Arbitrator(s). All disputes shall be subject to binding arbitration including, but not limited to, any disputes arising between CAHELP JPA and any member agency concerning the Joint Powers Agreement, the Bylaws, any programs, or in any way involving or relating to the operations, management and activities of CAHELP, JPA and/or the right, duties or obligations of the member agency.
B. The binding arbitration shall be conducted by JAMS, before a single arbitrator from JAMS, unless otherwise agreed between CAHELP, JPA and the member agency, and shall be conducted by and under the operative rules and procedures of JAMS.
C. Regardless of the outcome of the arbitration, CAHELP, JPA and the member agency shall share equally in the costs of the arbitration and in the compensation of the arbitrator, provided that the arbitrator shall have discretion to award fees and costs to the extent the arbitrator finds any claim or defense to have been presented without an objective and reasonable basis, or to the extent the arbitrator determines that a party engaged in conduct which resulted in unnecessary legal fees and costs.
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.

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

| | |
|--------------------|--|
| Document Title: | DMCS Chapter 1: Identification and Referral of Individuals for Special Education DMCS Chapter 9: Behavioral Interventions and Supports for Students with Disabilities |
| Document Location: | Desert Mountain Charter SELPA Policy Manual |
| Description: | <p>DMCS Policies and Procedures Chapter 1 - Section A Child Find It is the policy of the Charter SELPA that children with disabilities age six through 21 be actively sought and identified by the public schools. The child find process includes a section of the Charter Chapter 1 - Identification & Referral of Individuals for Special Education, Charter SELPA Page 3 As of 8/26/2021 Steering Committee Review LEA's annual notice to all parents that references the referral of children with disabilities. All children with disabilities and their parents are guaranteed their procedural safeguards with regard to identification, assessment, and placement in special education programs. School personnel, parents, outside agencies working with the child, guardians and/or surrogate parents who show legal documentation of educational rights may all serve as sources of referral for a child for possible identification as a child with a disability. Such identification procedures shall be coordinated with school site and Charter LEA procedures for referral of children with needs that cannot be met with modification of the general education instructional program.</p> <p>Chapter 1: Section B - Referral for Evaluation for Special Education Services A child shall be referred for special education instruction and services only after the resources of the general education program have been considered and used where appropriate (Education Code § 56303). Education Code § 56329, provides that, when making a determination of eligibility for special education and related services, Charter LEAs shall not determine that a child is a child with a disability if the primary factor for such determination is a lack of appropriate instruction in reading, including the essential components of reading instruction pursuant to Title 20 of the United States Code § 6368 of the No Child Left Behind Act, lack of instruction in math, or limited English proficiency (LEP). California Education Code § 56301(d)(1). Each special education local plan area shall establish written policies and procedures pursuant to</p> |

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Section 56205 for use by its constituent local agencies for a continuous child find system that addresses the relationships among identification, screening, referral, assessment, planning, implementation, review, and the triennial assessment. The policies and procedures shall include, but need not be limited to, written notification of all parents of their rights under this chapter, and the procedure for initiating a referral for assessment to identify individuals with exceptional needs. All referrals for special education and related services from school staff shall include a brief reason for the referral and description of the general education program resources that were considered and/or modified for use with the child, and their effect (Title 5 of the California Code of Regulations § 3021).

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

Document Title: DMCS Chapter 13: Nonpublic Agency/Nonpublic School Services

Document Location: Desert Mountain Charter SELPA Policy Manual

DMCS Policies and Procedures

Nonpublic, nonsectarian school and agency (NPS/NPA) services shall be available to children in the Desert/Mountain Charter Special Education Local Plan Area (SELPA) when no appropriate public educational services are available within the Charter Local Education Agency (LEA), neighboring counties or SELPAs, or state special schools. The Charter LEA Governing Board may approve the contract with state certified NPS/NPA to provide special education services or facilities when an appropriate public education program is not available. When entering into contracts with a NPS/NPA, the Charter LEA shall consider the needs of the individual child with a disability and the recommendations of the IEP team. The IEP team shall remain accountable for monitoring the progress of children placed in NPS/NPA programs towards the goals identified in each child's IEP. Nonpublic, nonsectarian school (NPS) services can be used when the resources available to the Charter LEA staff are not sufficient to adequately identify the child's needs. When a Charter LEA places a child with a disability with a NPS/NPA provider, the Charter LEA must verify through the Charter SELPA that the NPS/NPA provider is California Department of Education (CDE) certified. NPS/NPA must meet the following CDE standards:

- The agency has adequately trained personnel;

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Description:

• The agency has appropriate facilities and equipment; and • The agency meets health, fire, and safety standards.

The SELPA Program Manager for Compliance/Non-Public School Coordinator will annually monitor NPS' for compliance with the provisions set forth in Assembly Bill (AB) 1858. AB 1858 includes requirements for NPS' that provide special education and related services to children with disabilities residing in a Licensed Children's Institution (LCI) or in Foster Family Homes (FFH).

Every attempt will be made to assure student progress so that a child may ultimately be able to return to some form of public school program. It is the Charter LEA's responsibility to monitor the progress of children placed in NPS programs. The SELPA Program Manager for Compliance shall act as a liaison between the Charter SELPA, the Charter LEA, and the NPS as needed.

Children with disabilities may be enrolled concurrently in both public and NPS services, provided one is the major enrollment and the other is supplemental. This determination will be made by the Charter LEA IEP team based upon the educational needs of the child and will be provided only when this arrangement best meets these needs.

The Charter LEA will consider nonpublic placement and/or services for all children who require such services in order to benefit from their educational program as determined by the IEP team. In order to ensure that the child is being provided such a program within the Least Restrictive Environment (LRE), the IEP team shall utilize such NPS/NPA services only after exploring all public school program alternatives.

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

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

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

Document Title:

DMCS Chapter 4: Procedural Safeguards

Section B: Governance and Administration

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Document Location:

Description:

As members of the DMCS, each Charter LEA desires to provide a free and appropriate public education (FAPE) to all school aged K-12 individuals with disabilities, who are enrolled in the charter, including children who have been suspended or expelled or placed by the charter LEA in a nonpublic school or agency services. The DMCS will provide technical support to any Charter LEAs identified as the DOR for students age 18 to 21 who are incarcerated in a county jail and remaining eligible for special education to assist in meeting their obligation. The DMCS may facilitate collaboration with the county jails as requested. Students shall be referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized. (Education Code 56303)

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

Local Plan Section D: Annual Budget Plan

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

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

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

TABLE 1

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

D-1. Special Education Revenue by Source

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

| Funding Revenue Source | Amount | Percentage of Total Funding |
|----------------------------------|------------------|-----------------------------|
| Assembly Bill (AB) 602 State Aid | 6,629,236 | 84.21% |
| AB 602 Property Taxes | 0 | 0.00% |
| Federal IDEA Part B | 1,114,779 | 14.16% |
| Federal IDEA Part C | 0 | 0.00% |
| State Infant/Toddler | 0 | 0.00% |
| State Mental Health | 0 | 0.00% |
| Federal Mental Health | 113,650 | 1.44% |
| Other Projected Revenue | 14,807 | 0.19% |
| Total Projected Revenue: | 7,872,472 | 100.00% |

D-2. "Other Revenue" Source Identification

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

Other projected revenue includes Federal Special Education Alternate Dispute Resolution grant funding.

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

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

Section D: Annual Budget Plan

SELPA

Fiscal Year

TABLE 2

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

D-4. Total Projected Budget by Object Code

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

| Object Code | Amount | Percentage of Total Expenditures |
|--|--|---|
| Object Code 1000—Certificated Salaries | <input type="text" value="4,833,552"/> | 43.57% |
| Object Code 2000—Classified Salaries | <input type="text" value="1,725,213"/> | 15.55% |
| Object Code 3000—Employee Benefits | <input type="text" value="1,625,629"/> | 14.66% |
| Object Code 4000—Supplies | <input type="text" value="105,530"/> | 0.95% |
| Object Code 5000—Services and Operations | <input type="text" value="2,737,839"/> | 24.68% |
| Object Code 6000—Capital Outlay | <input type="text" value="0"/> | 0.00% |
| Object Code 7000—Other Outgo and Financing | <input type="text" value="64,874"/> | 0.58% |
| Total Projected Expenditures: | 11,092,637 | 100.00% |

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

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

D-6. Code 7000—Other Outgo and Financing

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

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

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SELPA

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TABLE 3

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

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

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

| Revenue Source | Amount | Percentage of Total Funding |
|---|--|-----------------------------|
| Projected State Special Education Revenue | <input type="text" value="6,629,236"/> | 59.76% |
| Projected Federal Revenue | <input type="text" value="1,243,236"/> | 11.21% |
| Local Contribution | <input type="text" value="3,220,165"/> | 29.03% |
| Total Revenue from all Sources: | 11,092,637 | 100.00% |

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

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

D-9. Special Education Local Plan Area Allocation Plan

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

The Desert Mountain Charter SELPA special education revenue distribution model combines CDE certified state AB 602 funding and federal local assistance funding to calculate an equalized funding rate. This rate is then multiplied by each member LEA's funded ADA to determine their respective apportionments. Before distribution, adjustments are made for program specialists, administrative costs, risk and set-aside allocations, purchased services, and other governance-approved service fees. Additionally, a portion of the funding is retained at the Charter SELPA level to centralize services and enhance overall capacity.

- b. YES NO

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

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

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TABLE 4

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

D-10. Regionalized Operations Budget

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

| Accounting Categories and Codes | Amount | Percentage of Total |
|--|--------------------------------------|---------------------|
| Object Code 1000—Certificated Salaries | <input type="text" value="300,491"/> | 34.34% |
| Object Code 2000—Classified Salaries | <input type="text" value="246,350"/> | 28.15% |
| Object Code 3000—Employee Benefits | <input type="text" value="227,570"/> | 26.01% |
| Object Code 4000—Supplies | <input type="text" value="3,565"/> | 0.41% |
| Object Code 5000—Services and Operations | <input type="text" value="35,583"/> | 4.07% |
| Object Code 6000—Capital Outlay | <input type="text" value="0"/> | 0.00% |
| Object Code 7000—Other Outgo and Financing | <input type="text" value="61,505"/> | 7.03% |
| Total Projected Operating Expenditures: | 875,064 | 100.00% |

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

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

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

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TABLE 5

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

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

D-12. Defined Goals for Students with LI Disabilities

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

YES NO

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

Member charters utilize restricted classes within the school's accounting system or employ unique identifiers to categorize low incidence expenditures. The Charter SELPA assigned a distinctive management code specifically designated for segregating low incidence expenditures. In some instances, the SELPA directly procures equipment on behalf of its members, while in other instances, members are reimbursed for low incidence-related expenses upon submission of an invoice and accompanying documentation to the Charter SELPA.

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

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

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

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

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

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

Special Education Local Plan Area (SELPA) Local Plan

SELPA

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LOCAL PLAN
Attachments
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

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Attachment I

SELPA:

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Attachment I—Local Educational Agency Listing

Participating Local Educational Agency Identification

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

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

To Add or Delete Rows:

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

LEA Membership Changes:

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

SELPA County/District/School Codes

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

Attachment I

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| Add or Delete Row | List | County Code xx | District Code xxxxx | School Code xxxxxxx | Charter Code (if applicable) xxxx | LEA Official Name (District, Charter, COE, JPA, and SELPA) | Special Education Director First Name | Special Education Director Last Name | Phone (xxx) xxx-xxxx | Email | LEA Status |
|-------------------|------|----------------|---------------------|---------------------|-----------------------------------|--|---------------------------------------|--------------------------------------|----------------------|-------------------------------|--|
| | 1 | 36 | 67678 | 137547 | 1945 | Allegiance STEAM Academy | Callie | Moreno | 626-376-5230 | callie.moreno@asathrive.org | <input type="text" value="Previously Reported"/> |
| | 2 | 36 | 67710 | 141952 | | Allegiance STEAM Acacemy | Callie | Moreno | 626-376-5230 | callie.moreno@asathrive.org | <input type="text" value="Previously Reported"/> |
| | 3 | 36 | 67876 | 107730 | 677 | ASA Charter School | Anthony | Lucey | 909-475-3322 | AnthonyL@asacharterschool.com | <input type="text" value="Previously Reported"/> |
| | 4 | 19 | 64881 | 113464 | 487 | Aveson Global Leadership Academy | Kelly | Jung | 626-797-1438 | kellyjung@aveson.org | <input type="text" value="Previously Reported"/> |
| | 5 | 19 | 64881 | 113472 | 848 | Aveson School of Leaders | Kelly | Jung | 626-797-1438 | kellyjung@aveson.org | <input type="text" value="Previously Reported"/> |
| | 6 | 13 | 63123 | 118455 | 1030 | Ballington Academy | Doreen | Mulz | 760-353-0140 | dmulz@voa-swcal.org | <input type="text" value="Previously Reported"/> |
| | 7 | 36 | 10363 | 6111918 | 1522 | Desert Trails Preparatory Academy | Debra | Tarver | 760-536-7680 | debbie.tarver@dtacademy.com | <input type="text" value="Previously Reported"/> |
| | 8 | 36 | 75051 | 136960 | 1923 | Elite Academic Academy | Jennifer | Edick | 866-354-8302 | jedick@eliteacademic.com | <input type="text" value="Transfer To"/> |
| | 9 | 36 | 75044 | 116707 | 971 | Encore Charter School | St. Claire | Adriaan | 760-949-2036 | sadriaan@encorehighschool.com | <input type="text" value="Previously Reported"/> |
| | 10 | 33 | 10330 | 137851 | 1988 | Julia Lee Performing Arts Academy | Rachel | Thomas | 951-595-4500 | rthomas@jlpaaschool.org | <input type="text" value="Previously Reported"/> |
| | 11 | 36 | 75044 | 118059 | 1034 | Laverne Elementary Preparatory Academy | Debra | Tarver | 760-948-4333 | debbie.tarver@lepacademy.com | <input type="text" value="Previously Reported"/> |
| | 12 | 37 | 68023 | 119594 | 1082 | Leonardo da Vinci Health Sciences Charter | Anne | Laird | 619-420-0066 | anne.laird@davinicharter.org | <input type="text" value="Previously Reported"/> |

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| Add or Delete Row | List | County Code xx | District Code xxxxx | School Code xxxxxxx | Charter Code (if applicable) xxxx | LEA Official Name (District, Charter, COE, JPA, and SELPA) | Special Education Director First Name | Special Education Director Last Name | Phone (xxx) xxx-xxxx | Email | LEA Status |
|-------------------|------|----------------|---------------------|---------------------|-----------------------------------|--|---------------------------------------|--------------------------------------|----------------------|------------------------------------|--|
| | 13 | 19 | 10199 | 6116883 | 249 | Odyssey Charter School | Chasityflame | Price | 626-229-0993 | chasityflamep@ocsmail.org | <input type="text" value="Previously Reported"/> |
| | 14 | 19 | 64881 | 136945 | 1921 | Odyssey Charter School-South | Chasityflame | Price | 626-229-0993 | chasityflamep@ocsmail.org | <input type="text" value="Previously Reported"/> |
| | 15 | 15 | 64881 | 113894 | 857 | Pasadena Rosebud Academy | LaTonya | Thomas | 626-797-7704 | latonya.thomas@pasadenarosebud.com | <input type="text" value="Previously Reported"/> |
| | 16 | 36 | 75044 | 112441 | 801 | Pathways to College | James | Connell | 760-949-8002 | james.connell@pathwaysk8.com | <input type="text" value="Previously Reported"/> |
| | 17 | 36 | 67587 | 128462 | 1520 | Taylion High Desert Academy | Brenda | Congo | 760-843-6622 | brenda.congo@taylion.com | <input type="text" value="Previously Reported"/> |
| | 18 | 36 | 75051 | 138107 | 1975 | Southern California Flex Academy | Malia | Lovell | 626-755-5873 | mlovell@scfa.org | <input type="text" value="Previously Reported"/> |
| | 19 | 36 | 10363 | | | DM Charter SELPA | Pamela | Bender | 760-955-3555 | pamela.bender@cahelp.org | <input type="text" value="Previously Reported"/> |
| | 20 | | | | | | | | | | <input type="text"/> |

Attachment II

SELPA: Desert Mountain Charter SELPA-3651

Fiscal Year: 2024-25

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

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

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

Attachment II

SELPA:

Fiscal Year:

Attachment II—Projected Special Education Revenue by Local Educational Agency

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

| List | LEA Official Name (District, Charter, COE, JPA, and SELPA) | Assembly Bill (AB) 602 State Aid | AB 602 Property Tax | Federal IDEA Part C | Federal IDEA Part B | State Infant/ Toddler | State Mental Health | Federal Mental Health | Other Revenue | Subtotal |
|------|--|--|------------------------|---------------------------|---------------------------|-----------------------------|---------------------------|-----------------------------|------------------|----------|
| 1 | Allegiance STEAM Academy | 646,757 | 0 | 0 | 171,401 | 0 | 0 | 72,280 | 0 | 890,438 |
| 2 | Allegiance STEAM Acacemy | 136,708 | 0 | 0 | 32,061 | 0 | 0 | 15,088 | 0 | 183,857 |
| 3 | ASA Charter School | 220,057 | 0 | 0 | 41,925 | 0 | 0 | 0 | 0 | 261,982 |
| 4 | Aveson Global Leadership Academy | 161,864 | 0 | 0 | 50,557 | 0 | 0 | 0 | 0 | 212,421 |
| 5 | Aveson School of Leaders | 257,871 | 0 | 0 | 41,925 | 0 | 0 | 0 | 0 | 299,796 |
| 6 | Ballington Academy | 186,541 | 0 | 0 | 28,361 | 0 | 0 | 0 | 0 | 214,902 |
| 7 | Desert Trails Preparatory Academy | 400,750 | 0 | 0 | 30,828 | 0 | 0 | 0 | 0 | 431,578 |
| 8 | Elite Academic Academy | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Attachment II

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| List | LEA Official Name (District, Charter, COE, JPA, and SELPA) | Assembly Bill (AB) 602 State Aid | AB 602 Property Tax | Federal IDEA Part C | Federal IDEA Part B | State Infant/ Toddler | State Mental Health | Federal Mental Health | Other Revenue | Subtotal |
|------|--|--|------------------------|---------------------------|---------------------------|--------------------------|---------------------------|-----------------------------|------------------|----------|
| 9 | Encore Charter School | 429,180 | 0 | 0 | 86,317 | 0 | 0 | 0 | 0 | 515,497 |
| 10 | Julia Lee Performing Arts Academy | 306,807 | 0 | 0 | 66,587 | 0 | 0 | 0 | 0 | 373,394 |
| 11 | Laverne Elementary Preparatory Academy | 443,022 | 0 | 0 | 33,294 | 0 | 0 | 0 | 0 | 476,316 |
| 12 | Leonardo da Vinci Health Sciences Charter | 175,491 | 0 | 0 | 44,392 | 0 | 0 | 20,250 | 0 | 240,133 |
| 13 | Odyssey Charter School | 300,731 | 0 | 0 | 94,949 | 0 | 0 | 0 | 0 | 395,680 |
| 14 | Odyssey Charter School-South | 248,042 | 0 | 0 | 66,587 | 0 | 0 | 0 | 0 | 314,629 |
| 15 | Pasadena Rosebud Academy | 120,272 | 0 | 0 | 14,797 | 0 | 0 | 0 | 0 | 135,069 |
| 16 | Pathways to College | 247,407 | 0 | 0 | 55,490 | 0 | 0 | 0 | 0 | 302,897 |
| 17 | Taylion High Desert Academy | 502,824 | 0 | 0 | 161,592 | 0 | 0 | 0 | 0 | 664,416 |
| 18 | Southern California Flex Academy | 435,852 | 0 | 0 | 93,716 | 0 | 0 | 6,032 | 0 | 535,600 |

Attachment II

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| List | LEA Official Name (District, Charter, COE, JPA, and SELPA) | Assembly Bill (AB) 602 State Aid | AB 602 Property Tax | Federal IDEA Part C | Federal IDEA Part B | State Infant/ Toddler | State Mental Health | Federal Mental Health | Other Revenue | Subtotal |
|---------|--|--|------------------------|---------------------------|---------------------------|-----------------------------|---------------------------|-----------------------------|------------------|-----------|
| 19 | DM Charter SELPA | 1,409,060 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1,409,060 |
| 20 | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14,807 | 14,807 |
| Totals: | | 6,629,236 | 0 | 0 | 1,114,779 | 0 | 0 | 113,650 | 14,807 | 7,872,472 |

Attachment III

SELPA:

Fiscal Year:

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

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

| List | LEA Official Name (District, Charter, COE, JPA, and SELPA) | 1000 Certificated Salaries | 2000 Classified Salaries | 3000 Employee Benefits | 4000 Supplies | 5000 Services and Operations | 6000 Capital Outlay | 7000 Other Outgo and Financing | Subtotal |
|------|--|----------------------------------|--------------------------------|------------------------------|------------------|------------------------------------|---------------------------|--------------------------------------|----------|
| 1 | Allegiance STEAM Academy | 358,291 | 158,316 | 185,349 | 0 | 196,800 | 0 | 0 | 898,756 |
| 2 | Allegiance STEAM Acacemy | 132,050 | 0 | 27,136 | 0 | 32,061 | 0 | 0 | 191,247 |
| 3 | ASA Charter School | 100,008 | 12,075 | 20,762 | 42 | 59,175 | 0 | 0 | 192,062 |
| 4 | Aveson Global Leadership Academy | 323,662 | 209,784 | 77,145 | 9,000 | 25,628 | 0 | 0 | 645,219 |
| 5 | Aveson School of Leaders | 430,646 | 118,188 | 71,423 | 9,000 | 193,000 | 0 | 0 | 822,257 |
| 6 | Ballington Academy | 0 | 0 | 0 | 0 | 214,902 | 0 | 0 | 214,902 |
| 7 | Desert Trails Preparatory Academy | 278,978 | 79,889 | 107,578 | 14,748 | 101,367 | 0 | 0 | 582,560 |
| 8 | Elite Academic Academy | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 9 | Encore Charter School | 366,421 | 293,657 | 210,341 | 368 | 102,730 | 0 | 0 | 973,517 |

Attachment III

SELPA: Desert Mountain Charter SELPA-3651

Fiscal Year: 2024-25

| List | LEA Official Name (District, Charter, COE, JPA, and SELPA) | 1000 Certificated Salaries | 2000 Classified Salaries | 3000 Employee Benefits | 4000 Supplies | 5000 Services and Operations | 6000 Capital Outlay | 7000 Other Outgo and Financing | Subtotal |
|------|--|----------------------------------|--------------------------------|------------------------------|------------------|------------------------------------|---------------------------|--------------------------------------|-----------|
| 10 | Julia Lee Performing Arts Academy | 72,701 | 102,423 | 20,099 | 0 | 219,768 | 0 | 0 | 414,991 |
| 11 | Laverne Elementary Preparatory Academy | 170,047 | 98,266 | 67,694 | 6,505 | 165,998 | 0 | 0 | 508,510 |
| 12 | Leonardo da Vinci Health Sciences Charter | 0 | 0 | 0 | 0 | 260,133 | 0 | 0 | 260,133 |
| 13 | Odyssey Charter School | 595,134 | 179,582 | 162,915 | 5,000 | 275,000 | 0 | 0 | 1,217,631 |
| 14 | Odyssey Charter School-South | 473,412 | 91,200 | 114,837 | 5,000 | 220,000 | 0 | 0 | 904,449 |
| 15 | Pasadena Rosebud Academy | 61,069 | 16,500 | 13,500 | 9,000 | 55,000 | 0 | 0 | 155,069 |
| 16 | Pathways to College | 303,871 | 3,045 | 77,496 | 7,432 | 39,539 | 0 | 0 | 431,383 |
| 17 | Taylion High Desert Academy | 389,456 | 69,216 | 108,918 | 10,000 | 223,168 | 0 | 0 | 800,758 |
| 18 | Southern California Flex Academy | 394,424 | 0 | 79,628 | 0 | 128,000 | 0 | 0 | 602,052 |
| 19 | DM Charter SELPA | 383,382 | 293,072 | 280,808 | 29,435 | 225,570 | 0 | 64,874 | 1,277,141 |
| 20 | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Attachment III

SELPA: Desert Mountain Charter SELPA-3651

Fiscal Year: 2024-25

| List | LEA Official Name (District, Charter, COE, JPA, and SELPA) | 1000 Certificated Salaries | 2000 Classified Salaries | 3000 Employee Benefits | 4000 Supplies | 5000 Services and Operations | 6000 Capital Outlay | 7000 Other Outgo and Financing | Subtotal |
|------|--|----------------------------------|--------------------------------|------------------------------|------------------|------------------------------------|---------------------------|--------------------------------------|------------|
| | Totals: | 4,833,552 | 1,725,213 | 1,625,629 | 105,530 | 2,737,839 | 0 | 64,874 | 11,092,637 |

Attachment IV

SELPA:

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

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

| List | LEA Official Name (District, Charter, COE, JPA, and SELPA) | Federal Revenue | Percent of Total Federal Revenue | State Revenue | Percent of Total State Revenue | Local Revenue | Total Federal and State Funding |
|------|--|--------------------|--|------------------|-----------------------------------|------------------|---------------------------------------|
| 1 | Allegiance STEAM Academy | 243,681 | 19.60% | 646,757 | 9.76% | 0 | 890,438 |
| 2 | Allegiance STEAM Acacemy | 47,149 | 3.79% | 136,708 | 2.06% | 0 | 183,857 |
| 3 | ASA Charter School | 41,925 | 3.37% | 220,057 | 3.32% | 0 | 261,982 |
| 4 | Aveson Global Leadership Academy | 50,557 | 4.07% | 161,864 | 2.44% | 0 | 212,421 |
| 5 | Aveson School of Leaders | 41,925 | 3.37% | 257,871 | 3.89% | 0 | 299,796 |
| 6 | Ballington Academy | 28,361 | 2.28% | 186,541 | 2.81% | 0 | 214,902 |
| 7 | Desert Trails Preparatory Academy | 30,828 | 2.48% | 400,750 | 6.05% | 0 | 431,578 |
| 8 | Elite Academic Academy | 0 | 0.00% | 0 | 0.00% | 0 | 0 |
| 9 | Encore Charter School | 86,317 | 6.94% | 429,180 | 6.47% | 0 | 515,497 |

Attachment IV

SELPA:

Fiscal Year:

| List | LEA Official Name (District, Charter, COE, JPA, and SELPA) | Federal Revenue | Percent of Total Federal Revenue | State Revenue | Percent of Total State Revenue | Local Revenue | Total Federal and State Funding |
|------|--|--------------------|--|------------------|-----------------------------------|------------------|---------------------------------------|
| 10 | Julia Lee Performing Arts Academy | 66,587 | 5.36% | 306,807 | 4.63% | 0 | 373,394 |
| 11 | Laverne Elementary Preparatory Academy | 33,294 | 2.68% | 443,022 | 6.68% | 0 | 476,316 |
| 12 | Leonardo da Vinci Health Sciences Charter | 64,642 | 5.20% | 175,491 | 2.65% | 0 | 240,133 |
| 13 | Odyssey Charter School | 94,949 | 7.64% | 300,731 | 4.54% | 0 | 395,680 |
| 14 | Odyssey Charter School-South | 66,587 | 5.36% | 248,042 | 3.74% | 0 | 314,629 |
| 15 | Pasadena Rosebud Academy | 14,797 | 1.19% | 120,272 | 1.81% | 0 | 135,069 |
| 16 | Pathways to College | 55,490 | 4.46% | 247,407 | 3.73% | 0 | 302,897 |
| 17 | Taylion High Desert Academy | 161,592 | 13.00% | 502,824 | 7.58% | 0 | 664,416 |
| 18 | Southern California Flex Academy | 99,748 | 8.02% | 435,852 | 6.57% | 0 | 535,600 |
| 19 | DM Charter SELPA | 14,807 | 1.19% | 1,409,060 | 21.26% | 0 | 1,423,867 |
| 20 | | 0 | 0.00% | 0 | 0.00% | 0 | 0 |

Attachment IV

SELPA:

Fiscal Year:

| List | LEA Official Name (District, Charter, COE, JPA, <i>and</i> SELPA) | Federal Revenue | Percent of Total Federal Revenue | State Revenue | Percent of Total State Revenue | Local Revenue | Total Federal and State Funding |
|------|---|--------------------|--|------------------|-----------------------------------|------------------|---------------------------------------|
| | Totals: | 1,243,236 | 100.00% | 6,629,236 | 100.00% | 0 | 7,872,472 |

Attachment V

SELPA: Desert Mountain Charter SELPA-3651

Fiscal Year: 2024-25

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

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

| List | LEA Official Name (District, Charter, COE, JPA, and SELPA) | Total Projected Expenditures by LEA SAS in the Regular Classroom | Total Projected Expenditures by LEA for LI |
|------|--|--|---|
| 1 | Allegiance STEAM Academy | 495,000 | 60,000 |
| 2 | Allegiance STEAM Acacemy | 104,630 | 11,223 |
| 3 | ASA Charter School | 0 | 0 |
| 4 | Aveson Global Leadership Academy | 8,497 | 0 |
| 5 | Aveson School of Leaders | 5,996 | 0 |
| 6 | Ballington Academy | 0 | 0 |
| 7 | Desert Trails Preparatory Academy | 0 | 0 |
| 8 | Elite Academic Academy | 0 | 0 |
| 9 | Encore Charter School | 0 | 0 |

Attachment V

SELPA:

Fiscal Year:

| List | LEA Official Name (District, Charter, COE, JPA, and SELPA) | Total Projected Expenditures by LEA SAS in the Regular Classroom | Total Projected Expenditures by LEA for LI |
|----------------|--|--|---|
| 10 | Julia Lee Performing Arts Academy | 0 | 0 |
| 11 | Laverne Elementary Preparatory Academy | 0 | 0 |
| 12 | Leonardo da Vinci Health Sciences Charter | 0 | 0 |
| 13 | Odyssey Charter School | 0 | 0 |
| 14 | Odyssey Charter School-South | 0 | 0 |
| 15 | Pasadena Rosebud Academy | 20,000 | 0 |
| 16 | Pathways to College | 0 | 0 |
| 17 | Taylion High Desert Academy | 0 | 0 |
| 18 | Southern California Flex Academy | 128,000 | 0 |
| 19 | DM Charter SELPA | 0 | 50,790 |
| 20 | | 0 | 0 |
| Totals: | | 762,123 | 122,013 |

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

Attachment VII

SELPA:

Fiscal Year:

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

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

| LEA Name | Add or Delete Row | LEA Status | Impacted SELPA Name | Impacted District, Charter, or School Name | Initiating SELPA Notification Date | SELPA Governing Board Notification Date | COE Notification Date | CDE Notification Date | Agreed Upon Effective Fiscal Year |
|------------------------|-------------------|-----------------|---------------------|--|------------------------------------|---|-----------------------|-----------------------|--------------------------------------|
| Elite Academic Academy | | Transferred Out | | | | | | | <input type="text" value="2024-25"/> |
| | | | | | | | | | <input type="text"/> |

DO NOT
DISTRIBUTE

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

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



California Department of Education

Special Education Division

Local Plan Annual Submission

SELPA:

Fiscal Year:

Local Plan Section E: Annual Service Plan

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

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

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

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

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

- 330–Specialized Academic Instruction/
Specially Designed Instruction

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

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

Service is Not Currently Provided

Section E: Annual Service Plan

SELPA:

Fiscal Year:

210–Family Training, Counseling, Home Visits (Ages 0-2 only)

Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

220–Medical (Ages 0-2 only)

Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

230–Nutrition (Ages 0-2 only)

Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

240–Service Coordination (Ages 0-2 only)

Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

250–Special Instruction (Ages 0-2 only)

Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

260–Special Education Aide (Ages 0-2 only)

Service is Not Currently Provided

Section E: Annual Service Plan

SELPA:

Fiscal Year:

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

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

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

- 340–Intensive Individual Instruction

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

- Service is Not Currently Provided*

- 350–Individual and Small Group Instruction

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

- Service is Not Currently Provided*

- 415–Speech and Language *Service is Not Currently Provided*

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

Section E: Annual Service Plan

SELPA: Desert Mountain Charter SELPA - 3651

Fiscal Year: 2024-25

comprehension, or expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic or cultural factors are not included. Services include specialized instruction and services, monitoring, reviewing, and consultation, and may be direct or indirect, including the use of a speech consultant.

425–Adapted Physical Education

Service is Not Currently Provided

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

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

435–Health and Nursing: Specialized
Physical Health Care

Service is Not Currently Provided

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

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

436–Health and Nursing: Other

Service is Not Currently Provided

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

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

Section E: Annual Service Plan

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445–Assistive Technology *Service is Not Currently Provided*

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

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

450–Occupational Therapy *Service is Not Currently Provided*

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

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

460–Physical Therapy *Service is Not Currently Provided*

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

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

Section E: Annual Service Plan

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510–Individual Counseling

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

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

Service is Not Currently Provided

515–Counseling and Guidance

Service is Not Currently Provided

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

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

520–Parent Counseling

Service is Not Currently Provided

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

Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs and may include parenting skills or other pertinent issues. IEP required parent counseling is expected to supplement the regular guidance and counseling program.

525–Social Worker

Service is Not Currently Provided

Section E: Annual Service Plan

SELPA: Desert Mountain Charter SELPA - 3651

Fiscal Year: 2024-25

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

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

530–Psychological

Service is Not Currently Provided

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

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

535–Behavior Intervention

Service is Not Currently Provided

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

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

540–Day Treatment

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

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

Service is Not Currently Provided

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545–Residential Treatment

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

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

Service is Not Currently Provided

610–Specialized Service for Low Incidence Disabilities *Service is Not Currently Provided*

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

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

710–Specialized Deaf and Hard of Hearing *Service is Not Currently Provided*

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

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

715–Interpreter *Service is Not Currently Provided*

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

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

720–Audiological *Service is Not Currently Provided*

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

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

725–Specialized Vision

Service is Not Currently Provided

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

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

730–Orientation and Mobility

Service is Not Currently Provided

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

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

735–Braille Transcription

Service is Not Currently Provided

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

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

740–Specialized Orthopedic

Service is Not Currently Provided

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

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

745–Reading *Service is Not Currently Provided*

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

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

750–Note Taking *Service is Not Currently Provided*

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

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

755–Transcription *Service is Not Currently Provided*

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

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

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

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

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

820–College Awareness *Service is Not Currently Provided*

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

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

830–Vocational Assessment, Counseling, Guidance, and Career Assessment

Service is Not Currently Provided

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

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

840–Career Awareness

Service is Not Currently Provided

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

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

850–Work Experience Education

Service is Not Currently Provided

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

Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

855–Job Coaching

Service is Not Currently Provided

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

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

Section E: Annual Service Plan

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860–Mentoring *Service is Not Currently Provided*

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

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

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

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

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

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

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

900–Other Related Service

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

Service is Not Currently Provided



Description of the "Other Related Service"

Qualifications of the Provider Delivering "Other Related Service"

**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
(A Joint Powers Authority)
SAN BERNARDINO COUNTY
AUDIT REPORT
For the Fiscal Year Ended
June 30, 2023**

CALIFORNIA ASSOCIATION OF HEALTH AND EDUCATION LINKED PROFESSIONS

For the Fiscal Year Ended June 30, 2023

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INDEPENDENT AUDITORS' REPORT

Board of Directors
California Association of Health and Education Linked Professions
Apple Valley, California

Report on the Audit of the Financial Statements

Opinions

We have audited the accompanying financial statements of the governmental activities and General Fund of California Association of Health and Education Linked Professions (“CAHELP”), as of and for the fiscal year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise the JPA’s basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and General Fund of CAHELP, as of June 30, 2023, and the respective changes in financial position thereof for the fiscal year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS), the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors’ Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the Authority and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Authority's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Authority's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events considered in the aggregate, that raise substantial doubt about the Authority's ability to continue as a going concern for a reasonable period of time.

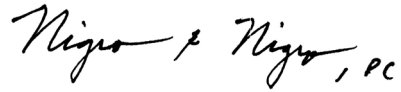
We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, budgetary comparison information, and the notes to the required supplementary information be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated April 11, 2024, on our consideration of the JPA's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the JPA's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the JPA's internal control over financial reporting and compliance.

A handwritten signature in black ink that reads "Nigro & Nigro, PC". The signature is written in a cursive, flowing style.

Murrieta, California

April 11, 2024

CALIFORNIA ASSOCIATION OF HEALTH AND EDUCATION LINKED PROFESSIONS

Management's Discussion and Analysis (Unaudited)

For the Year Ended June 30, 2023

This discussion and analysis of California Association of Health and Education Linked Professions' financial performance provides an overview of the JPA's financial activities for the fiscal year ended June 30, 2023. Please read it in conjunction with the JPA's financial statements, which immediately follow this section.

FINANCIAL HIGHLIGHTS

- Total fund balance and net position was \$0 at June 30, 2023, remaining unchanged.
- Total revenues were \$2,855,501 compared to overall expenses of \$2,855,501.

OVERVIEW OF THE FINANCIAL STATEMENTS

This annual report consists of three parts – management discussion and analysis (this section), the basic financial statements, and required supplementary information. The basic financial statements include two kinds of statements that present different views of the JPA, which are combined for financial reporting purposes.

- The first statements are *Government-wide financial* statements that provide both short-term and long-term information about the JPA's overall financial status.
- The remaining statements are *fund financial* statements that focus on individual parts of the JPA, reporting the JPA's operations in more detail than the Government-wide statements.
 - The *governmental funds* statements tell how basic services like regular and special education services were financed in the short term as well as what remains for future spending.

The financial statements also include *notes* that explain some of the information in the statements and provide more detailed data.

The remainder of this overview section of management's discussion and analysis highlights the structure and contents of each of the statements.

Government-Wide Statements

The Government-wide statements report information about the JPA as a whole using accounting methods similar to those used by private-sector companies. The Statement of Net Position includes all of the JPA's assets and liabilities. All of the current year's revenues and expenses are accounted for in the Statement of Activities regardless of when cash is received or paid.

The Government-wide statements report the JPA's net position and how it has changed. Net position – the difference between the JPA's assets and deferred outflows of resources and liabilities and deferred inflows of resources – is one way to measure the JPA's financial health, or *position*.

- Over time, increases and decreases in the JPA's net position are an indicator of whether its financial position is improving or deteriorating, respectively.

CALIFORNIA ASSOCIATION OF HEALTH AND EDUCATION LINKED PROFESSIONS

Management's Discussion and Analysis (Unaudited)

For the Fiscal Year Ended June 30, 2023

OVERVIEW OF THE FINANCIAL STATEMENTS (continued)

Table 1 shows the Statement of Net Position and how it remained unchanged at zero from the prior year.

Table 1

| | <u>2023</u> | <u>2022</u> | <u>Variance Increase (Decrease)</u> |
|--------------------------|----------------|---------------|---|
| ASSETS | | | |
| Deposits and investments | \$ 194,351 | \$ 53,034 | \$ 141,317 |
| Accounts receivable | - | 1 | (1) |
| Prepaid expenses | 4,330 | 2,709 | 1,621 |
| Total assets | <u>198,681</u> | <u>55,744</u> | <u>142,937</u> |
| LIABILITIES | | | |
| Accrued liabilities | 198,681 | 55,744 | 142,937 |
| Total liabilities | <u>198,681</u> | <u>55,744</u> | <u>142,937</u> |
| NET POSITION | | | |
| Fund Balance: | | | |
| Restricted | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> |

Table 2 shows the Statement of Activities and how it compares to the prior year. Revenues increased by \$351,596, or 14.0%. The primary cause of the increase in revenues is required transfers due to increased expenditures. Expenditures increased by \$265,913, or 10.3%. The increase in expenditures is the result of increased salaries and benefits for employees.

Table 2

| | <u>2023</u> | <u>2022</u> | <u>Variance Increase (Decrease)</u> |
|--|------------------|------------------|---|
| REVENUES | | | |
| Local revenues | \$ 2,855,501 | \$ 2,503,905 | \$ 351,596 |
| EXPENDITURES | | | |
| Instruction-related services | 2,633,892 | 2,402,741 | 231,151 |
| General administration services | 232,079 | 182,336 | 49,743 |
| Plant services | (10,470) | 4,511 | (14,981) |
| Total Expenditures | <u>2,855,501</u> | <u>2,589,588</u> | <u>265,913</u> |
| Excess (Deficiency) of Revenues Over (Under) Expenditures | <u>-</u> | <u>(85,683)</u> | <u>85,683</u> |
| Net Position, June 30, 2023 | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> |

CALIFORNIA ASSOCIATION OF HEALTH AND EDUCATION LINKED PROFESSIONS

Management's Discussion and Analysis (Unaudited)

For the Fiscal Year Ended June 30, 2023

OVERVIEW OF THE FINANCIAL STATEMENTS (continued)

The JPA has one fund:

- *General fund* – All of the JPA's basic services are included in a General Fund, which generally focuses on (1) how cash and other financial assets that can readily be converted to cash flow in and out, and (2) the balances left at year-end that are available for spending. Consequently, the governmental funds statements provide a detailed short-term view that helps you determine whether there are more or fewer financial resources that can be spent in the near future to finance the JPA's programs.

Because there are no differences between the two sets of financial statements, they have been consolidated into two combined statements.

FINANCIAL ANALYSIS OF THE AGENCY'S FUND

General Fund Budgetary Highlights

Over the course of the year, the JPA revised the annual operating budget several times. The major budget amendments fall into these categories:

- Revenues – decreased by \$146,202 primarily to reflect program changes.
- Salaries and benefits costs – decreased by \$152,134 due to fewer full time equivalents.
- Other non-personnel expenses – increased \$5,932 due to revised operational cost estimates.

The JPA's final budget for the General Fund anticipated that revenues would equal expenditures. Actual revenues were \$139,554 less than anticipated, and expenditures were \$139,554 less than budgeted.

FACTORS BEARING ON THE AGENCY'S FUTURE

At the time this audit report was issued, the JPA was not aware of any issues that would have a significant bearing on its future, except for the ongoing uncertainty of the state budget.

CONTACTING THE AGENCY'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, customers, and investors and creditors with a general overview of the JPA's finances and to demonstrate the JPA's accountability for the money it receives. If you have any questions about this report or need additional financial information, please contact Marina Gallegos (760) 646-8000.

CALIFORNIA ASSOCIATION OF HEALTH AND EDUCATION LINKED PROFESSIONS

Balance Sheet and Statement of Net Position

June 30, 2023

| | General Fund | Adjustments | Statement of Net Position |
|------------------------------------|-------------------|-------------|------------------------------|
| ASSETS | | | |
| Deposits and investments | \$ 194,351 | \$ - | \$ 194,351 |
| Prepaid expenses | 4,330 | - | 4,330 |
| Total current assets | <u>198,681</u> | <u>-</u> | <u>198,681</u> |
| Total assets | <u>\$ 198,681</u> | <u>-</u> | <u>198,681</u> |
| LIABILITIES | | | |
| Current liabilities: | | | |
| Accrued liabilities | \$ 198,681 | - | 198,681 |
| Total liabilities | <u>198,681</u> | <u>-</u> | <u>198,681</u> |
| NET POSITION | | | |
| Fund Balance: | | | |
| Restricted | <u>-</u> | <u>-</u> | <u>-</u> |
| Total liabilities and fund balance | <u>\$ 198,681</u> | | |
| Net Position: | | | |
| Restricted | | <u>\$ -</u> | <u>\$ -</u> |

CALIFORNIA ASSOCIATION OF HEALTH AND EDUCATION LINKED PROFESSIONS

*Statement of Revenues, Expenditures, and Changes in Fund Balance and Statement of Activities
For the Fiscal Year Ended June 30, 2023*

| | General Fund | Adjustments | Statement of Activities |
|--|--------------------|--------------------|----------------------------|
| REVENUES | | | |
| General Revenues: | | | |
| Local revenues | \$ 2,855,501 | \$ - | \$ 2,855,501 |
| Total Revenues | <u>2,855,501</u> | <u>-</u> | <u>2,855,501</u> |
| EXPENDITURES | | | |
| Instruction-Related Services: | | | |
| Supervision of instruction | 2,633,892 | - | 2,633,892 |
| General Administration Services: | | | |
| Other general administration | 232,079 | - | 232,079 |
| Plant services | <u>(10,470)</u> | <u>-</u> | <u>(10,470)</u> |
| Total Expenditures | <u>2,855,501</u> | <u>-</u> | <u>2,855,501</u> |
| Net Change in Fund Balance/Net position | - | <u><u>\$ -</u></u> | - |
| Fund Balance/Net Position, July 1, 2022 | <u>-</u> | | <u>-</u> |
| Fund Balance/Net Position, June 30, 2023 | <u><u>\$ -</u></u> | | <u><u>\$ -</u></u> |

CALIFORNIA ASSOCIATION OF HEALTH AND EDUCATION LINKED PROFESSIONS

Notes to Financial Statements

June 30, 2023

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

CAHELP is a public education consortium of school districts and charter schools (also known as local education agencies). It's mission is the "Relentless Pursuit of Whatever Works in the Life of a Child" and it achieves this mission through the programs and supports it provides to educators, children, students, families, and communities. CAHELP serves children annually through innovative behavioral health programs and provides school districts and charter schools with consultation, special education supports, prevention and intervention supports, and professional development. Its office consists of three primary branches of services, each providing unique services to member LEAs: Desert/Mountain SELPA, Desert/Mountain Charter SELPA, and Desert/Mountain Children's Center.

CAHELP accounts for its financial transactions in accordance with the policies and procedures of the California Department of Education's *California School Accounting Manual*. The accounting policies of the JPA conform to accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board. The following is a summary of the more significant policies:

A. Reporting Entity

A reporting entity is comprised of the primary government, component units, and other organizations that are included to ensure the financial statements are not misleading. The primary government of the JPA consists of all funds, departments, and agencies that are not legally separate from the JPA. For the JPA, this includes general operations, pupil services, and other related activities of the JPA.

Component units are legally separate organizations for which the JPA is financially accountable. Component units may also include organizations that are fiscally dependent on the JPA, in that the JPA approves their budget, the issuance of their debt or the levying of their taxes. In addition, component units are other legally separate organizations for which the JPA is not financially accountable but the nature and significance of the organization's relationship with the JPA is such that exclusion would cause the JPA's financial statements to be misleading or incomplete.

The JPA has identified no organizations that are required to be reported as component units.

The financial statements of the CAHELP JPA are reported within the financial statements of the San Bernardino County Superintendent of Schools ("SBCSS").

B. Basis of Presentation, Basis of Accounting

1. Basis of Presentation

Government-Wide Financial Statements

The Statement of Net Position and the Statement of Activities display information about the primary government (the JPA). These statements include the financial activities of the overall government.

The Statement of Activities presents a comparison between direct expenses and program revenues for each function of the JPA's governmental activities. Direct expenses are those that are specifically associated with a program or function and, therefore, are clearly identifiable to a particular function. Program revenues include (a) fees, fines, and charges paid by the recipients of goods or services offered by the programs and (b) grants and contributions that are restricted to meeting the operational or capital requirements of a particular program.

CALIFORNIA ASSOCIATION OF HEALTH AND EDUCATION LINKED PROFESSIONS

Notes to Financial Statements

June 30, 2023

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

B. Basis of Presentation, Basis of Accounting (continued)

1. Basis of Presentation (continued)

Fund Financial Statements

The fund financial statements provide information about the JPA's General fund.

Governmental Funds

Governmental funds are those through which most governmental functions typically are financed. Governmental fund reporting focuses on the sources, uses, and balances of current financial resources. Expendable assets are assigned to the various governmental funds according to the purposes for which they may or must be used. Current liabilities are assigned to the fund from which they will be paid. The difference between governmental fund assets and liabilities is reported as fund balance.

2. Measurement Focus, Basis of Accounting

The accounting and financial reporting treatment is determined by the applicable measurement focus and basis of accounting. Measurement focus indicates the type of resources being measured such as current financial resource or economic resources. The basis of accounting indicates the timing of transactions or events for recognition in the financial statements.

The Government-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of the related cash flows. Grants and similar items are recognized as revenues as soon as all eligibility requirements imposed by the provider have been met.

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under this method, revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities for the current period. For this purpose, the JPA considers revenues to be available if they are collected within 60 days of the end of the current fiscal period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting.

C. Budgetary Data

The budgetary process is prescribed by provisions of the California *Education Code* and requires the governing board to hold a public hearing and adopt an operating budget no later than July 1 of each year. The JPA governing board satisfied these requirements. The adopted budget is subject to amendment throughout the year to give consideration to unanticipated revenue and expenditures primarily resulting from events unknown at the time of budget adoption with the legal restriction that expenditures cannot exceed appropriations by major object account.

The amounts reported as the original budgeted amounts in the budgetary statements reflect the amounts when the original appropriations were adopted. The amounts reported as the final budgeted amounts in the budgetary statements reflect the amounts after all budget amendments have been accounted for.

CALIFORNIA ASSOCIATION OF HEALTH AND EDUCATION LINKED PROFESSIONS

Notes to Financial Statements

June 30, 2023

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

D. Encumbrances

Encumbrance accounting is used in all budgeted funds to reserve portions of applicable appropriations for which commitments have been made. Encumbrances are recorded for purchase orders, contracts, and other commitments when they are written. Encumbrances are liquidated when the commitments are paid. All encumbrances are liquidated as of June 30.

E. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, and Net Position

1. Accrued Liabilities and Long-Term Obligations

All payables, accrued liabilities, and long-term obligations are reported in the government-wide financial statements. In general, governmental fund payables and accrued liabilities that, once incurred, are paid in a timely manner and in full from current financial resources are reported as obligations of the governmental fund.

2. Prepaid Items

Certain payments to vendor reflect costs applicable to future periods and are recorded as prepaid items.

3. Unearned Revenue

Unearned revenue arises when potential revenue does not meet both the "measurable" and "available" criteria for recognition in the current period or when resources are received by the JPA prior to the incurrence of qualifying expenditures. In subsequent periods, when both revenue recognition criteria are met, or when the JPA has a legal claim to the resources, the liability for unearned revenue is removed from the combined balance sheet and revenue is recognized.

Certain grants received that have not met eligibility requirements are recorded as unearned revenue. On the governmental fund financial statements, receivables that will not be collected within the available period are also recorded as unearned revenue.

4. Deferred Outflows/Inflows of Resources

In addition to assets, the statement of net position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, *deferred outflows of resources*, represents a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then.

In addition to liabilities, the statement of net position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, *deferred inflows of resources*, represents an acquisition of net position that applies to a future period and will not be recognized as an inflow of resources (revenue) until that time.

5. Pensions

For purposes of measuring the net pension liability and deferred outflows/inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the JPA's California Public Employees' Retirement System (CalPERS) plan and addition to/deductions from the Plans' fiduciary net position have been determined on the same basis as they are reported by CalPERS. All financial reporting related to pensions is done through SBCSS.

CALIFORNIA ASSOCIATION OF HEALTH AND EDUCATION LINKED PROFESSIONS

Notes to Financial Statements

June 30, 2023

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

E. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, and Net Position (continued)

6. Fund Balances

The fund balance for Governmental Funds is reported in classifications based on the extent to which the government is bound to honor constraints on the specific purposes for which amounts in those funds can be spent.

Nonspendable: Fund balance is reported as nonspendable when the resources cannot be spent because they are either in a nonspendable form or legally or contractually required to be maintained intact. Resources in nonspendable form include inventories and prepaid assets.

Restricted: Fund balance is reported as restricted when the constraints placed on the use of resources are either externally imposed by creditors, grantors, contributors, or laws or regulations of other governments; or imposed by law through constitutional provision or by enabling legislation.

Committed: The JPA's highest decision-making level of authority rests with the JPA's Board. Fund balance is reported as committed when the Board passes a resolution that places specified constraints on how resources may be used. The Board can modify or rescind a commitment of resources through passage of a new resolution.

Assigned: Resources that are constrained by the JPA's intent to use them for a specific purpose, but are neither restricted nor committed, are reported as assigned fund balance. Intent may be expressed by either the Board, committees (such as budget or finance), or officials to which the Board has delegated authority.

Unassigned: Unassigned fund balance represents fund balance that has not been restricted, committed, or assigned and may be utilized by the JPA for any purpose. When expenditures are incurred, and both restricted and unrestricted resources are available, it is the JPA's policy to use restricted resources first, then unrestricted resources in the order of committed, assigned, and then unassigned, as they are needed.

7. Net Position

Net position is classified into two components: net investment in capital assets; restricted; and unrestricted. These classifications are defined as follows:

- **Restricted** - This component of net position consists of constraints placed on net position use through external constraints imposed by creditors (such as through debt covenants), grantors, contributors, or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation.
- **Unrestricted net position** - This component of net position consists of net position that does not meet the definition of "restricted".

When both restricted and unrestricted resources are available for use, it is the JPA's policy to use restricted resources first, then unrestricted resources as they are needed.

CALIFORNIA ASSOCIATION OF HEALTH AND EDUCATION LINKED PROFESSIONS

Notes to Financial Statements

June 30, 2023

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

F. Use of Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenditures during the reported period. Actual results could differ from those estimates.

NOTE 2 – INVESTMENTS

Investments as of June 30, 2023 are classified in the accompanying financial statements as follows:

| | |
|---|--------------------------|
| Governmental funds and Governmental activities | <u><u>\$ 194,351</u></u> |
|---|--------------------------|

Investments as of June 30, 2023 consist of the following:

| | Reported Amount | Less Than One Year | One Year Through Five Years | Fair Value Measurement | Rating |
|---------------------------------------|--------------------|-----------------------|-----------------------------------|---------------------------|--------|
| Investments: | | | | | |
| San Bernardino County Investment Pool | \$ 194,351 | \$ 194,351 | \$ - | Uncategorized | N/A |

Pooled Funds

The JPA maintains all of its cash in the County Treasury. The County pools and invests the cash. These pooled funds are carried at cost which approximates fair value. Interest earned is deposited annually to participating funds. Any investment losses are proportionately shared by all funds in the pool.

Because the JPA’s deposits are maintained in a recognized pooled investment fund under the care of a third party and the JPA’s share of the pool does not consist of specific, identifiable investment securities owned by the JPA, no disclosure of the individual deposits and investments or related custodial credit risk classifications is required.

In accordance with applicable state laws, the County Treasurer may invest in derivative securities with the State of California. However, at June 30, 2023, the County Treasurer has represented that the Pooled Investment Fund contained no derivatives or other investments with similar risk profiles.

Investments - Credit Risk

The JPA’s investment policy limits investment choices to obligations of local, state and federal agencies, commercial paper, certificates of deposit, repurchase agreements, corporate notes, banker acceptances, and other securities allowed by *State Government Code* Section 53600. At June 30, 2023, all investments represented governmental securities which were issued, registered and held by the JPA’s agent in the JPA’s name.

Investments - Concentration of Credit Risk

The JPA does not place limits on the amount it may invest in any one issuer. At June 30, 2023, the JPA had no investments outside of the county pool.

CALIFORNIA ASSOCIATION OF HEALTH AND EDUCATION LINKED PROFESSIONS

Notes to Financial Statements

June 30, 2023

NOTE 2 – INVESTMENTS (continued)

Fair Value Measurements

The JPA categorizes the fair value measurements of its investments based on the hierarchy established by generally accepted accounting principles. The fair value hierarchy, which has three levels, is based on the valuation inputs used to measure an asset's fair value. The following provides a summary of the hierarchy used to measure fair value:

Level 1 – Quoted prices in active markets for identical assets that the JPA has the ability to access at the measurement date. Level 1 assets may include debt and equity securities that are traded in an active exchange market and that are highly liquid and are actively traded in over-the-counter markets.

Level 2 – Observable inputs other than Level 1 prices such as quoted prices for similar assets in active markets, quoted prices for identical or similar assets in markets that are not active, or other inputs that are observable, such as interest rates and curves observable at commonly quoted intervals, implied volatilities, and credit spreads. For financial reporting purposes, if an asset has a specified term, a Level 2 input is required to be observable for substantially the full term of the asset.

Level 3 – Unobservable inputs should be developed using the best information available under the circumstances, which might include the JPA's own data. The JPA should adjust that date if reasonably available information indicates that other market participants would use different data or certain circumstances specific to the JPA are not available to other market participants.

Uncategorized – Investments in the San Bernardino County Treasury Investment Pool are not measured using the input levels above because the JPA's transactions are based on a stable net asset value per share. All contributions and redemptions are transacted at \$1.00 net asset value per share.

NOTE 3 – RISK MANAGEMENT

The JPA is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees and natural disasters. During fiscal year ending June 30, 2023, the JPA used the Philadelphia Indemnity Insurance Company for property and liability insurance coverage. Settled claims have not exceeded this commercial coverage in any of the past three years. There has not been a significant reduction in coverage from the prior year.

Required Supplementary Information

CALIFORNIA ASSOCIATION OF HEALTH AND EDUCATION LINKED PROFESSIONS

*Budgetary Comparison Schedule – General Fund
For the Fiscal Year Ended June 30, 2023*

| | Budgeted Amounts | | Actual (Budgetary Basis) | Variance with Final Budget - Pos (Neg) |
|--|------------------|--------------|-----------------------------|--|
| | Original | Final | | |
| Revenues | | | | |
| Other Local | \$ 3,141,257 | \$ 2,995,055 | \$ 2,855,501 | \$ (139,554) |
| Total Revenues | 3,141,257 | 2,995,055 | 2,855,501 | (139,554) |
| Expenditures | | | | |
| Current: | | | | |
| Certificated Salaries | 313,484 | 254,279 | 253,138 | 1,141 |
| Classified Salaries | 1,473,851 | 1,424,520 | 1,391,252 | 33,268 |
| Employee Benefits | 732,985 | 689,387 | 672,273 | 17,114 |
| Books and Supplies | 29,500 | 48,485 | 38,087 | 10,398 |
| Services and Other Operating Expenditures | 333,390 | 332,347 | 268,672 | 63,675 |
| Transfers of Indirect Costs | 258,047 | 246,037 | 232,079 | 13,958 |
| Total Expenditures | 3,141,257 | 2,995,055 | 2,855,501 | 139,554 |
| Excess (Deficiency) of Revenues Over (Under) Expenditures | - | - | - | - |
| Fund Balances, July 1, 2022 | - | - | - | - |
| Fund Balances, June 30, 2023 | \$ - | \$ - | \$ - | \$ - |

CALIFORNIA ASSOCIATION OF HEALTH AND EDUCATION LINKED PROFESSIONS

*Notes to the Required Supplementary Information
For the Fiscal Year Ended June 30, 2023*

NOTE 1 – PURPOSE OF SCHEDULES

Budgetary Comparison Schedule

The JPA employs budget control by object codes and by individual appropriation accounts. Budgets are prepared on the modified accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America as prescribed by the *Governmental Accounting Standards Board* and provisions of the *California Education Code*. The governing board is required to hold a public hearing and adopt an operating budget no later than July 1 of each year. The adopted budget is subject to amendment throughout the year to give consideration to unanticipated revenue and expenditures primarily resulting from events unknown at the time of budget adoptions with the legal restriction that expenditures cannot exceed appropriations by major object account.

The amounts reported as the original budgeted amounts in the budgetary statements reflect the amounts when the original appropriations were adopted. The amounts reported as the final budgeted amounts in the budgetary statements reflect the amounts after all budget amendments have been accounted for.

This schedule presents information for the original and final budgets and actual results of operations, as well as the variances from the final budget to actual results of operations.

Other Independent Auditors' Reports



**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN
AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE
WITH *GOVERNMENT AUDITING STANDARDS***

Board of Directors
California Association of Health and Education Linked Professions
Apple Valley, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and major fund of California Association of Health and Education Linked Professions as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise the JPA's basic financial statements, and have issued our report thereon dated April 11, 2024.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered California Association of Health and Education Linked Professions' internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the California Association of Health and Education Linked Professions' internal control. Accordingly, we do not express an opinion on the effectiveness of the California Association of Health and Education Linked Professions' internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. *A material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

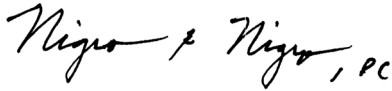
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether California Association of Health and Education Linked Professions' financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the JPA's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the JPA's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Murrieta, California
April 11, 2024

Schedule of Findings and Recommendations

**CALIFORNIA ASSOCIATION OF HEALTH AND EDUCATION LINKED
PROFESSIONS**

Schedule of Findings and Recommendations

For the Year Ended June 30, 2023

This section identifies the significant deficiencies, material weaknesses, and instances of noncompliance related to the financial statements that are required to be reported in accordance with *Government Auditing Standards*.

There were no findings or recommendations in 2022-23.

**CALIFORNIA ASSOCIATION OF HEALTH AND EDUCATION LINKED
PROFESSIONS**

*Summary Schedule of Prior Audit Findings
For the Fiscal Year Ended June 30, 2023*

There were no findings or recommendations in 2021-22.



April 23, 2024

To the Board of Trustees
CAHELP JPA

We have audited the financial statements of the governmental activities, the major fund, and the aggregate remaining fund information of CAHELP JPA for the year ended June 30, 2022. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards (and, if applicable, *Government Auditing Standards* and the Uniform Guidance), as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated January 4, 2023. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Matters

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by CAHELP JPA are described in Note 1 to the financial statements. No new accounting policies, were adopted and the application of existing policies was not changed during the year. We noted no transactions entered into by CAHELP JPA during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected.

The financial statement disclosures are neutral, consistent, and clear.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. There were no misstatements identified during our audit that were communicated to management.

Disagreements with Management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated May 31, 2023.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a “second opinion” on certain situations. If a consultation involves application of an accounting principle to the District’s financial statements or a determination of the type of auditor’s opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the District’s auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

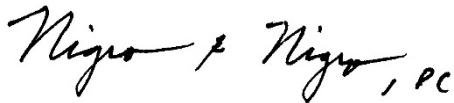
Other Matters

We applied certain limited procedures to Budgetary Comparison Schedule, and the Management's Discussion and Analysis, which are required supplementary information (RSI) that supplements the basic financial statements. Our procedures consisted of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management’s responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We did not audit the RSI and do not express an opinion or provide any assurance on the RSI.

Restriction on Use

This information is intended solely for the information and use of the Board of Education and management of CAHELP JPA and is not intended to be, and should not be, used by anyone other than these specified parties.

Very truly yours,

A handwritten signature in black ink that reads "Nigro & Nigro, PC". The signature is written in a cursive, flowing style.

Nigro & Nigro, PC

January 4, 2023

To the Board of Education

CAHELP JPA

We are engaged to audit the financial statements of the governmental activities, the business-type activities, the aggregate discretely presented component units, each major fund, and the aggregate remaining fund information of CAHELP JPA for the year ended June 30, 2023. Professional standards require that we provide you with the following information related to our audit. We would also appreciate the opportunity to meet with you to discuss this information further since a two-way dialogue can provide valuable information for the audit process.

Our Responsibility under U.S. Generally Accepted Auditing Standards

As stated in our engagement letter dated November 4, 2021, our responsibility, as described by professional standards, is to express opinions about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit of the financial statements does not relieve you or management of your responsibilities.

Generally accepted accounting principles provide for certain required supplementary information (RSI) to supplement the basic financial statements. Our responsibility with respect to management's discussion and analysis, budgetary comparison information, which supplement the basic financial statements, is to apply certain limited procedures in accordance with generally accepted auditing standards. However, the RSI will not be audited and, because the limited procedures do not provide us with sufficient appropriate evidence to express an opinion or provide any assurance, we will not express an opinion or provide any assurance on the RSI.

We gave significant consideration to nonattest/nonaudit services provided or expected to be provided, which may reasonably be thought to bear on independence, in reaching the conclusion that independence has not been impaired.

In planning and performing our audit, we will consider the District's internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinions on the financial statements and not to provide assurance on the internal control over financial reporting.

As part of obtaining reasonable assurance about whether The District's financial statements are free of material misstatement, we will perform tests of its compliance with certain provisions of laws, regulations, contracts, and grants. However, providing an opinion on compliance with those provisions is not an objective of our audit.

We have been engaged to report on financial trends and analysis which accompany the financial statements but are not RSI. Our responsibility for this supplementary information, as described by professional standards, is to evaluate the presentation of the supplementary information in relation to the financial statements as a whole and to report on whether the supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole.

We have not been engaged to report on the organizational structure which accompany the financial statements but are not RSI. Our responsibility with respect to this other information in documents containing the audited financial statements and auditor's report does not extend beyond the financial information identified in the report. We have no responsibility for determining whether this other information is properly stated. This other information will not be audited and we will not express an opinion or provide any assurance on it.

Planned Scope, Timing of the Audit, Significant Risks, and Other

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested.

Our audit will include obtaining an understanding of the entity and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Material misstatements may result from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the school district. We will generally communicate our significant findings at the conclusion of the audit. However, some matters could be communicated sooner, particularly if significant difficulties are encountered during the audit where assistance is needed to overcome the difficulties or if the difficulties may lead to a modified opinion. We will also communicate any internal control related matters that are required to be communicated under professional standards.

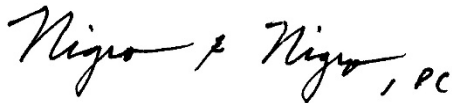
We have identified the following significant risk(s) of material misstatement as part of our auditing planning:

- Construction projects are subject to numerous risks, especially procurement fraud and fictitious vendor schemes
- A great deal of scrutiny is placed on the District's financial solvency, while at the same time, collective bargaining units are continually looking for additional funds to provide compensation increases
- Site and District level cash receipts are susceptible to theft
- Audit planning has not concluded and modifications may be made

We expect to begin our audit in January 2024 and issue our report on approximately June 30, 2024. Jeff Nigro is the engagement partner and is responsible for supervising the engagement and signing the report or authorizing another individual to sign it.

This information is intended solely for the use of the Board of Education and management of CAHELP JPA and is not intended to be, and should not be, used by anyone other than these specified parties.

Very truly yours,

A handwritten signature in black ink that reads "Nigro & Nigro, PC". The signature is written in a cursive, flowing style.

Nigro & Nigro, PC

California Association of Health and Education Linked Professions JPA
Desert Mountain SELPA - Desert Mountain Charter SELPA -
Desert Mountain Children's Center
2024-25 Proposed Budget with Prior Year Comparison

Primary Funding Sources

Contract/Grant Funding

- ◆ Department of Behavioral Health
- ◆ Department of Rehabilitation
- ◆ Workforce Development Department
- ◆ Prevention and Intervention Contracts

State Revenue

- ◆ AB 602 Out-of-Home Funding
- ◆ AB 602 Program Specialist/Regionalized Services Funding
- ◆ AB 602 Low Incidence Funding

Fee-for-Service/Other

- ◆ X-Pot Contributions
- ◆ DM SELPA Related Services FFS
- ◆ DMCC Mental Health FFS
- ◆ DMCC Intensive Therapeutic Services FFS
- ◆ Federal and State Mental Health Funding from Member LEAs

San Bernardino County Superintendent of Schools 2024-25 Budget Assumptions

- ◆ 2.5% COLA on salary
- ◆ Fully funded step and column
- ◆ 7.75% increase on medical
- ◆ 2% increase on dental, vision, and life
- ◆ Assume medical opt-out
- ◆ Employer paid statutory rates
- ◆ Medicare 0.0145
- ◆ SUI 0.0005
- ◆ WC 0.0251
- ◆ STRS 0.191
- ◆ PERS 0.278
- ◆ Information Technology user fee \$2,976 per FTE / email only \$135 per FTE
- ◆ Indirect Cost Rate 7.56%

CAHELP JPA - DM SELPA - DM Charter SELPA - DMCC

| 2023-24 Estimated Actuals | | | | | |
|------------------------------|----------------|----------------|---------------------------|-------------------|----------------------------------|
| Program | Revenues | Expenditures | Revenue Less Expenditures | Beginning Balance | Projected Ending Balance June 30 |
| CAHELP JPA | \$ 3,303,093 | \$ 3,303,093 | \$ - | \$ - | \$ - |
| DM SELPA | \$ 60,622,438 | \$ 59,399,030 | \$ 1,223,408 | \$ 20,136,521 | \$ 21,359,930 |
| DM Charter SELPA | \$ 1,394,905 | \$ 1,338,189 | \$ 56,716 | \$ 2,445,129 | \$ 2,501,845 |
| DM Children's Center | \$ 36,436,103 | \$ 36,311,370 | \$ 124,733 | \$ 18,797,136 | \$ 18,921,869 |
| Total | \$ 101,756,539 | \$ 100,351,682 | \$ 1,404,857 | \$ 41,378,786 | \$ 42,783,644 |

| 2024-25 Proposed Budget | | | | | |
|----------------------------|----------------|----------------|---------------------------|-------------------|----------------------------------|
| Program | Revenues | Expenditures | Revenue Less Expenditures | Beginning Balance | Projected Ending Balance June 30 |
| CAHELP JPA | \$ 3,745,075 | \$ 3,745,075 | \$ - | \$ - | \$ - |
| DM SELPA | \$ 62,697,835 | \$ 62,813,454 | \$ (115,619) | \$ 21,359,930 | \$ 21,244,309 |
| DM Charter SELPA | \$ 1,336,937 | \$ 1,277,141 | \$ 59,796 | \$ 2,501,845 | \$ 2,561,641 |
| DM Children's Center | \$ 36,924,537 | \$ 39,229,784 | \$ (2,305,247) | \$ 18,921,869 | \$ 16,616,622 |
| Total | \$ 104,704,384 | \$ 107,065,454 | \$ (2,361,070) | \$ 42,783,644 | \$ 40,422,572 |

FTE *

| | <u>CERTIFICATED</u> | <u>CLASSIFIED</u> | <u>TOTAL</u> |
|----------------------|---------------------|-------------------|---------------|
| CAHELP JPA | 1.00 | 14.95 | 15.95 |
| DM SELPA | 15.28 | 139.67 | 154.95 |
| DM Charter SELPA | 2.37 | 3.55 | 5.92 |
| DM Children's Center | 1.00 | 221.68 | 222.68 |
| | <u>19.65</u> | <u>379.85</u> | <u>399.50</u> |

* FTE includes the establishment of two program specialist positions and one program manager position

CAHELP - SPIRIT RIVER COMPLEX - DESERT MOUNTAIN SELPA
2024-25 PROPOSED BUDGET WITH PRIOR YEAR COMPARISONS

| | | | | 2022-23 ACTUALS | | | 2023-24 ESTIMATED ACTUALS | | | 2024-25 PROPOSED BUDGET | | |
|-------------------------------|-----------|--------------|----------------------|--------------------|--------------|-------------------|------------------------------|--------------|-------------------|----------------------------|--------------|-------------------|
| | RESOURCE | MGMT CODE | BEGINNING BALANCE | REVENUES | EXPENDITURES | ENDING BALANCE | REVENUES | EXPENDITURES | ENDING BALANCE | REVENUES | EXPENDITURES | ENDING BALANCE |
| CAHELP ADMINISTRATIVE | 9295 | DMJ1 | - | 2,855,501 | 2,855,501 | (0) | 3,303,093 | 3,303,093 | (0) | 3,745,075 | 3,745,075 | 0 |
| SPIRIT RIVER COMPLEX | 9299 | 029S | - | 431,844 | 431,844 | - | 496,362 | 496,362 | 0 | 498,496 | 498,496 | 0 |
| X-POT | 9292 | 0292 | 2,138,073 | 3,214,761 | 2,674,305 | 2,678,529 | 3,288,038 | 3,203,054 | 2,763,513 | 3,258,956 | 3,361,482 | 2,660,987 |
| PS/RS | 6500/9294 | 0293 | 1,918,120 | 3,099,870 | 2,184,674 | 2,833,316 | 3,152,278 | 2,799,201 | 3,186,393 | 3,243,857 | 3,242,370 | 3,187,879 |
| LOW INCIDENCE FUND | 6500 | 0296 | 981,432 | 2,414,063 | 2,102,970 | 1,292,525 | 2,402,820 | 2,177,068 | 1,518,277 | 2,500,224 | 2,500,189 | 1,518,312 |
| RELATED SERVICES | 6500/9293 | 0297 | 2,899,525 | 8,983,908 | 8,421,618 | 3,461,816 | 10,231,789 | 11,138,905 | 2,554,699 | 12,521,805 | 12,742,260 | 2,334,245 |
| TRANSITION PARTNERSHIP PROG | 3410 | 0455 | - | 1,059,706 | 1,059,706 | (0) | 1,294,700 | 1,294,700 | 0 | 1,328,019 | 1,328,019 | (0) |
| REGION 10 | 9494 | 0484 | 240,900 | (238,550) | 2,350 | - | 54,100 | 54,100 | - | 17,050 | 17,050 | - |
| ALTERNATE DISPUTE RESOLUTION | 3395 | 0490 | - | 19,685 | 19,685 | - | 14,807 | 14,807 | 0 | 14,807 | 14,807 | 0 |
| PRESCHOOL REGIONALIZED SVCS | 3315 | 0494 | - | 19,865 | 19,865 | - | 21,559 | 21,559 | 0 | 19,913 | 19,913 | (0) |
| WORKABILITY GRANT | 6520 | 0496 | - | 102,105 | 102,105 | 0 | 102,105 | 102,105 | 0 | 102,105 | 102,105 | 0 |
| PRESCHOOL STAFF DEVELOPMENT | 3345 | 0497 | - | 3,583 | 3,583 | - | 3,583 | 3,583 | 0 | 3,583 | 3,583 | 0 |
| NON-PUBLIC SCHOOLS/AGENCIES | 9292 | 029B | - | 19,457,001 | 19,457,001 | - | 23,975,572 | 23,975,572 | 0 | 23,975,572 | 23,975,572 | 0 |
| CHARTER SCHOOL PASS-THROUGH | 6500 | 029C | - | 204,923 | 204,923 | - | 220,250 | 220,250 | - | 220,250 | 220,250 | - |
| OUT-OF-HOME/OUTREACH/P & I | 6500/9298 | 298B | 3,602,446 | 7,810,761 | 1,794,748 | 9,618,459 | 4,607,450 | 3,239,034 | 10,986,874 | 4,073,739 | 3,867,322 | 11,193,291 |
| TPP WORK EXPERIENCE | 3410 | 455A | - | 448,549 | 448,549 | - | 343,108 | 343,108 | 0 | 339,293 | 339,293 | (0) |
| CAPROMISE ENROLLMENT FUNDS | 9455 | 455B | 14,263 | - | 10,082 | 4,181 | - | 2,337 | 1,844 | - | 1,076 | 768 |
| EMPLOYMENT NETWORK | 9296 | 455D | 11,947 | - | (535) | 12,482 | - | 2,500 | 9,982 | - | 2,000 | 7,982 |
| PAID INTERNSHIP PROGRAM (IRC) | 9293 | 455F | - | - | - | - | 500 | 500 | (0) | - | - | (0) |
| WIOA GENERATION GO | 5610 | 455G | - | 696,131 | 696,131 | (0) | 1,086,558 | 1,086,558 | 0 | 1,086,558 | 1,086,558 | (0) |

CAHELP - SPIRIT RIVER COMPLEX - DESERT MOUNTAIN SELPA
 2024-25 PROPOSED BUDGET WITH PRIOR YEAR COMPARISONS

| | RESOURCE | MGMT CODE | BEGINNING BALANCE | 2022-23 ACTUALS | | | 2023-24 ESTIMATED ACTUALS | | | 2024-25 PROPOSED BUDGET | | |
|----------------------|----------|-----------|-------------------|-------------------|-------------------|-------------------|---------------------------|-------------------|-------------------|-------------------------|-------------------|-------------------|
| | | | | REVENUES | EXPENDITURES | ENDING BALANCE | REVENUES | EXPENDITURES | ENDING BALANCE | REVENUES | EXPENDITURES | ENDING BALANCE |
| CSEP | 5610 | 455I | - | 168,198 | 168,198 | (0) | 294,500 | 294,500 | (0) | 504,211 | 504,211 | 0 |
| CYEP | 5610 | 455J | - | - | - | - | 229,321 | 229,321 | (0) | 229,321 | 229,321 | (0) |
| MENTAL HEALTH ADA | 3327 | DSMH | - | 1,306,538 | 1,306,538 | - | 1,170,843 | 1,170,843 | (0) | 1,209,030 | 1,209,030 | (0) |
| SPED MENTAL HEALTH | 6546 | DSMH | - | 7,224,587 | 7,224,587 | - | 7,471,015 | 7,471,015 | - | 7,456,046 | 7,456,046 | (0) |
| LEA MEDI-CAL BILLING | 9164 | 325H | 142,497 | 92,717 | - | 235,214 | 161,180 | 58,048 | 338,347 | 95,000 | 92,502 | 340,845 |
| TOTAL | | | 11,949,204 | 56,520,244 | 48,332,926 | 20,136,521 | 60,622,438 | 59,399,030 | 21,359,930 | 62,697,835 | 62,813,454 | 21,244,309 |

CAHELP JPA

2024-25 PROPOSED BUDGET WITH PRIOR YEAR COMPARISONS

| <u>RANGE</u> | <u>DESCRIPTION</u> | <u>2022-23</u> <u>ACTUALS</u> | <u>2023-24</u> <u>ESTIMATED</u> <u>ACTUALS</u> | <u>2024-25</u> <u>PROPOSED</u> <u>BUDGET</u> | <u>RATIO</u> <u>PROPOSED</u> |
|--------------|-----------------------------|----------------------------------|--|--|---------------------------------|
| 8100-8299 | FEDERAL REVENUE | - | - | - | 0.00% |
| 8300-8599 | OTHER STATE REVENUE | - | - | - | 0.00% |
| 8600-8799 | OTHER LOCAL REVENUE | 500 | - | - | 0.00% |
| 8980-8999 | REVENUE CONTRIBUTIONS | 2,855,001 | 3,303,093 | 3,745,075 | 100.00% |
| | | <u>2,855,501</u> | <u>3,303,093</u> | <u>3,745,075</u> | 100.00% |
| 1000-1999 | CERTIFICATED SALARY | 253,138 | 246,881 | 252,004 | 6.73% |
| 2000-2999 | CLASSIFIED SALARY | 1,391,252 | 1,645,059 | 1,911,541 | 51.04% |
| 3000-3999 | EMPLOYEE BENEFIT | 672,273 | 809,987 | 961,252 | 25.67% |
| 4000-4999 | BOOKS AND SUPPLIES | 38,087 | 34,100 | 34,600 | 0.92% |
| 5000-5999 | SERVICES AND OPERATING | 268,672 | 308,298 | 322,450 | 8.61% |
| 6000-6999 | CAPITAL OUTLAY | - | - | - | 0.00% |
| 7211 | DISTRICTS | - | - | - | 0.00% |
| 7221 | TRANSFERS OF APPORTIONMENTS | - | - | - | 0.00% |
| 7312 | INDIRECT COSTS | 232,079 | 258,768 | 263,228 | 7.03% |
| | TOTAL | <u>2,855,501</u> | <u>3,303,093</u> | <u>3,745,075</u> | 100.00% |
| | REVENUE | 2,855,501 | 3,303,093 | 3,745,075 | |
| | EXPENSE | 2,855,501 | 3,303,093 | 3,745,075 | |
| | REVENUE LESS EXPENSE | - | - | - | |
| | BEGINNING BALANCE | - | - | - | |
| | ENDING BALANCE | - | - | - | |

DESERT MOUNTAIN SELPA/SPIRIT RIVER COMPLEX
2024-25 PROPOSED BUDGET WITH PRIOR YEAR COMPARISONS

| <u>RANGE</u> | <u>DESCRIPTION</u> | <u>2022-23</u> <u>ACTUALS</u> | <u>2023-24</u> <u>ESTIMATED</u> <u>ACTUALS</u> | <u>2024-25</u> <u>PROPOSED</u> <u>BUDGET</u> | <u>RATIO</u> <u>PROPOSED</u> |
|--------------|-----------------------------|----------------------------------|--|--|---------------------------------|
| 8100-8299 | FEDERAL REVENUE | 3,722,289 | 3,288,136 | 3,525,705 | 5.62% |
| 8300-8599 | OTHER STATE REVENUE | 30,384,743 | 21,831,876 | 24,009,265 | 38.29% |
| 8600-8799 | OTHER LOCAL REVENUE | 23,499,539 | 36,876,491 | 36,762,829 | 58.63% |
| 8980-8999 | REVENUE CONTRIBUTIONS | (1,086,328) | (1,374,065) | (1,599,964) | -2.55% |
| | | <u>56,520,244</u> | <u>60,622,438</u> | <u>62,697,835</u> | 100.00% |
| 1000-1999 | CERTIFICATED SALARY | 1,946,798 | 1,983,610 | 2,501,465 | 3.98% |
| 2000-2999 | CLASSIFIED SALARY | 7,353,830 | 10,070,563 | 12,595,772 | 20.05% |
| 3000-3999 | EMPLOYEE BENEFIT | 3,818,465 | 5,059,626 | 6,537,571 | 10.41% |
| 4000-4999 | BOOKS AND SUPPLIES | 379,696 | 712,674 | 603,917 | 0.96% |
| 5000-5999 | SERVICES AND OPERATING | 31,826,517 | 38,235,484 | 36,786,812 | 58.57% |
| 6000-6999 | CAPITAL OUTLAY | 107,759 | 68,000 | 44,000 | 0.07% |
| 7211 | DISTRICTS | - | - | - | 0.00% |
| 7221 | TRANSFERS OF APPORTIONMENTS | 1,683,911 | - | 1,975,844 | 3.15% |
| 7312 | INDIRECT COSTS | 1,215,949 | 3,269,074 | 1,768,073 | 2.81% |
| | TOTAL | <u>48,332,926</u> | <u>59,399,030</u> | <u>62,813,454</u> | 100.00% |
| | REVENUE | 56,520,244 | 60,622,438 | 62,697,835 | |
| | EXPENSE | 48,332,926 | 59,399,030 | 62,813,454 | |
| | REVENUE LESS EXPENSE | 8,187,318 | 1,223,408 | (115,619) | |
| | BEGINNING BALANCE | 11,949,203 | 20,136,521 | 21,359,930 | |
| | ENDING BALANCE | 20,136,521 | 21,359,930 | 21,244,309 | |

**DESERT MOUNTAIN CHARTER SELPA
2024-25 PROPOSED BUDGET WITH PRIOR YEAR COMPARISONS**

| | | | 2022-23 ACTUALS | | | 2023-24 ESTIMATED ACTUALS | | | 2024-25 PROPOSED BUDGET | | |
|------------------------------|--------------|----------------------|--------------------|----------------|-------------------|------------------------------|------------------|-------------------|----------------------------|------------------|-------------------|
| PROGRAM DESCRIPTION | MGMT CODE | BEGINNING BALANCE | REVENUES | EXPENDITURES | ENDING BALANCE | REVENUES | EXPENDITURES | ENDING BALANCE | REVENUES | EXPENDITURES | ENDING BALANCE |
| PS/RS | DCPS | 444,125 | 745,414 | 605,313 | 584,226 | 760,014 | 712,363 | 631,877 | 725,672 | 875,064 | 482,485 |
| RISK POOL | DCRP | 417,608 | 362,189 | 217,920 | 561,877 | 363,354 | 337,540 | 587,691 | 346,554 | 334,153 | 600,092 |
| SET-ASIDE POOL | DCSA | 814,692 | - | - | 814,692 | 26,978 | 26,978 | 814,692 | - | - | 814,692 |
| LOW INCIDENCE FUND | DCLI | 118,794 | 81,798 | 9,510 | 191,081 | 81,780 | 98,528 | 174,333 | 81,780 | 53,118 | 202,995 |
| OUT-OF-HOME CARE | DCOH | - | 293,253 | - | 293,253 | 147,973 | 147,973 | 293,253 | 168,124 | - | 461,377 |
| ALTERNATE DISPUTE RESOLUTION | DCAD | - | 22,688 | 22,688 | - | 14,807 | 14,807 | 0 | 14,807 | 14,807 | 0 |
| TOTAL | | 1,795,218 | 1,505,343 | 855,432 | 2,445,129 | 1,394,905 | 1,338,189 | 2,501,845 | 1,336,937 | 1,277,141 | 2,561,641 |

DESERT MOUNTAIN CHARTER SELPA

2024-25 PROPOSED BUDGET WITH PRIOR YEAR COMPARISONS

| <u>RANGE</u> | <u>DESCRIPTION</u> | <u>2022-23</u> <u>ACTUALS</u> | <u>2023-24</u> <u>ESTIMATED</u> <u>ACTUALS</u> | <u>2024-25</u> <u>PROPOSED</u> <u>BUDGET</u> | <u>RATIO</u> <u>PROPOSED</u> |
|--------------|-----------------------------|----------------------------------|--|--|---------------------------------|
| 8100-8299 | FEDERAL REVENUE | 22,687 | 14,807 | 14,807 | 1.11% |
| 8300-8599 | OTHER STATE REVENUE | 1,556,439 | 1,445,699 | 1,409,060 | 105.39% |
| 8600-8799 | OTHER LOCAL REVENUE | - | 26,978 | - | 0.00% |
| 8980-8999 | REVENUE CONTRIBUTIONS | (73,783) | (92,579) | (86,929) | -6.50% |
| | | <u>1,505,343</u> | <u>1,394,905</u> | <u>1,336,937</u> | <u>100.00%</u> |
| 1000-1999 | CERTIFICATED SALARY | 327,324 | 299,103 | 383,382 | 30.02% |
| 2000-2999 | CLASSIFIED SALARY | 149,865 | 258,216 | 293,072 | 22.95% |
| 3000-3999 | EMPLOYEE BENEFIT | 185,876 | 232,084 | 280,808 | 21.99% |
| 4000-4999 | BOOKS AND SUPPLIES | 15,067 | 34,693 | 29,435 | 2.30% |
| 5000-5999 | SERVICES AND OPERATING | 124,929 | 427,293 | 225,570 | 17.66% |
| 6000-6999 | CAPITAL OUTLAY | - | - | - | 0.00% |
| 7211 | DISTRICTS | - | - | - | 0.00% |
| 7221 | TRANSFERS OF APPORTIONMENTS | - | - | - | 0.00% |
| 7312 | INDIRECT COSTS | 52,370 | 86,800 | 64,874 | 5.08% |
| | TOTAL | <u>855,432</u> | <u>1,338,189</u> | <u>1,277,141</u> | <u>100.00%</u> |
| | REVENUE | 1,505,343 | 1,394,905 | 1,336,937 | |
| | EXPENSE | 855,432 | 1,338,189 | 1,277,141 | |
| | REVENUE LESS EXPENSE | 649,911 | 56,716 | 59,796 | |
| | BEGINNING BALANCE | 1,795,218 | 2,445,129 | 2,501,845 | |
| | ENDING BALANCE | 2,445,129 | 2,501,845 | 2,561,641 | |

**DESERT MOUNTAIN CHILDREN'S CENTER
2024-25 PROPOSED BUDGET WITH PRIOR YEAR COMPARISONS**

| PROGRAM DESCRIPTION | MGMT CODE | BEGINNING BALANCE | 2022-23 ACTUALS | | | 2023-24 ESTIMATED ACTUALS | | | 2024-25 PROPOSED BUDGET | | |
|--|-----------|-------------------|-------------------|-------------------|-------------------|---------------------------|-------------------|-------------------|-------------------------|-------------------|-------------------|
| | | | REVENUES | EXPENDITURES | ENDING BALANCE | REVENUES | EXPENDITURES | ENDING BALANCE | REVENUES | EXPENDITURES | ENDING BALANCE |
| MAA - MEDI-CAL ADMINISTRATIVE ACTIVITIES | 029M | 323,771 | 387,835 | 154,199 | 557,407 | 268,744 | 221,557 | 604,594 | (230,000) | 243,841 | 130,753 |
| INTENSIVE THERAPEUTIC SERVICES | 029P | 123,449 | 1,277,167 | 1,209,871 | 190,745 | 1,328,254 | 1,328,809 | 190,190 | 1,328,254 | 1,390,950 | 127,494 |
| TRAINING INSTITUTE | 029T | 68,271 | 152,050 | 34,585 | 185,736 | 40,205 | 11,176 | 214,765 | 41,005 | 10,756 | 245,014 |
| LEA MEDI-CAL BILLING | 325K | 73,463 | - | 7,088 | 66,375 | 20,000 | 33,483 | 52,892 | 35,000 | 36,138 | 51,754 |
| RES. 3327 SPED MENTAL HEALTH | DCMH | - | 78,953 | 78,953 | - | 36,788 | 36,788 | - | 53,383 | 53,383 | - |
| RES. 6546 SPED MENTAL HEALTH | DCMH | 155,476 | 483,256 | 385,709 | 253,023 | 307,784 | 308,517 | 252,290 | 333,313 | 396,811 | 188,792 |
| SATS - SCHOOL-AGED TREATMENT SERVICES | 0483 | - | 14,690,025 | 14,690,025 | - | 16,924,458 | 16,924,458 | - | 18,364,632 | 18,364,632 | - |
| SART-15 - SCREENING ASSESSMENT REFERRAL TREATMENT | 483A | - | 8,609,552 | 8,609,552 | - | 10,329,556 | 10,329,556 | - | 10,958,050 | 10,958,050 | - |
| SART-45 - SCREENING ASSESSMENT REFERRAL TREATMENT | 483I | - | 382,581 | 382,581 | - | 683,161 | 683,161 | - | 833,066 | 833,066 | - |
| SART-60 - SCREENING ASSESSMENT REFERRAL TREATMENT | 483J | - | 700,699 | 700,699 | - | 1,344,804 | 1,344,804 | - | 1,634,512 | 1,634,512 | - |
| SAP-15 - STUDENT ASSISTANCE PROGRAM | 483B | - | 887,956 | 887,956 | - | 1,110,862 | 1,110,862 | - | 1,120,946 | 1,120,946 | - |
| SAP-45 - STUDENT ASSISTANCE PROGRAM | 483M | - | 333,352 | 333,352 | - | 377,219 | 377,219 | - | 398,165 | 398,165 | - |
| SAP-MHSSA - STUDENT ASSISTANCE PROGRAM | 483O | - | 378,291 | 378,291 | - | 453,470 | 453,470 | - | 476,371 | 476,371 | - |
| DMCC/SELPA/DM DISTRICTS MOU FOR MHS | 483F | 10,184,599 | 7,359,251 | - | 17,543,850 | 228,488 | 165,200 | 17,607,138 | (1,682,323) | 52,000 | 15,872,815 |
| EIIS-15 - EARLY IDENTIFICATION INTERVENTION SERVICES | 483G | - | 1,781,293 | 1,781,293 | - | 2,573,377 | 2,573,377 | - | 3,045,614 | 3,045,614 | - |
| EIIS-60 - EARLY IDENTIFICATION INTERVENTION SERVICES | 483H | - | 101,947 | 101,947 | - | 108,933 | 108,933 | - | 114,549 | 114,549 | - |
| PARENT-CHILD INTERACTIVE THERAPY | 483P | - | - | - | - | 300,000 | 300,000 | - | 100,000 | 100,000 | - |
| TOTAL | | 10,929,029 | 37,604,208 | 29,736,101 | 18,797,136 | 36,436,103 | 36,311,370 | 18,921,869 | 36,924,537 | 39,229,784 | 16,616,622 |

DESERT MOUNTAIN CHILDREN'S CENTER
 2024-25 PROPOSED BUDGET WITH PRIOR YEAR COMPARISONS

| <u>RANGE</u> | <u>DESCRIPTION</u> | <u>2022-23</u> <u>ACTUALS</u> | <u>2023-24</u> <u>ESTIMATED</u> <u>ACTUALS</u> | <u>2024-25</u> <u>PROPOSED</u> <u>BUDGET</u> | <u>RATIO</u> <u>PROPOSED</u> |
|--------------|-----------------------------|----------------------------------|--|--|---------------------------------|
| 8100-8299 | OTHER FEDERAL REVENUES | 78,953 | - | - | 0.00% |
| 8300-8599 | OTHER STATE REVENUE | 9,101,093 | 8,809,313 | 8,345,019 | 22.60% |
| 8600-8799 | OTHER LOCAL REVENUE | 29,987,639 | 29,463,239 | 30,637,700 | 82.97% |
| 8980-8999 | REVENUE CONTRIBUTIONS | (1,563,477) | (1,836,449) | (2,058,182) | -5.57% |
| | TOTAL | 37,604,208 | 36,436,103 | 36,924,537 | 100.00% |
| 1000-1999 | CERTIFICATED SALARY | 448,956 | 531,783 | 574,197 | 1.46% |
| 2000-2999 | CLASSIFIED SALARY | 15,935,976 | 19,389,605 | 20,896,516 | 53.27% |
| 3000-3999 | EMPLOYEE BENEFIT | 7,562,909 | 9,286,833 | 10,396,565 | 26.50% |
| 4000-4999 | BOOKS AND SUPPLIES | 283,020 | 409,772 | 346,371 | 0.88% |
| 5000-5999 | SERVICES AND OPERATING | 1,409,631 | 2,195,391 | 2,693,667 | 6.87% |
| 6000-6999 | CAPITAL OUTLAY | - | 165,200 | 50,000 | 0.13% |
| 7211 | PASS THRU GRANT TO DISTRICT | 157,400 | - | - | 0.00% |
| 7299 | ALL OTHER TRANSFERS OUT | 1,671,764 | 1,671,764 | 1,671,764 | 4.26% |
| 7312 | INDIRECT COSTS | 2,266,445 | 2,661,022 | 2,600,704 | 6.63% |
| | TOTAL | 29,736,101 | 36,311,370 | 39,229,784 | 100.00% |
| | REVENUE | 37,604,208 | 36,436,103 | 36,924,537 | |
| | EXPENSE | 29,736,101 | 36,311,370 | 39,229,784 | |
| | REVENUE LESS EXPENSE | 7,868,107 | 124,733 | (2,305,247) | |
| | BEGINNING BALANCE | 10,929,029 | 18,797,136 | 18,921,869 | |
| | ENDING BALANCE | 18,797,136 | 18,921,869 | 16,616,622 | |

Desert Mountain SELPA
 Desert Mountain Charter SELPA
 Desert Mountain Children's Center
 2024-25 Proposed Fee-for-Service and X-Pot Contribution Rates

| Rates | | | | | |
|---------|------------------------|---------------------------|---|-----------------------------|---------------|
| FY | SELPA-Related Services | * SELPA Education Support | Intensive Therapeutic Services AVCEC/Ingles | DMCC Mental Health Services | ** RSP (+ 2%) |
| 2024-25 | \$ 7,811 | \$ 3,906 | \$ 12,091 | \$ 6,904 | \$ 3,176 |
| 2023-24 | \$ 7,811 | \$ 3,906 | \$ 12,091 | \$ 6,904 | \$ 3,114 |

* Education support for services greater than 120 minutes annually as indicated on Transition Pages 1 and 2 in SEIS

** RSP rate used to calculate served by/for - services between districts

| Projected Service Counts | | | | |
|--------------------------|------------------------|---------------------------|---|-----------------------------|
| FY | SELPA Related Services | * SELPA Education Support | Intensive Therapeutic Services AVCEC/Ingles | DMCC Mental Health Services |
| 2024-25 | 1638 | 135 | 94 | 860 |

| FY | X-Pot Contribution |
|---------|--------------------|
| 2024-25 | 266 |
| 2023-24 | 266 |

**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 |

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 | | | | | | | | | | | | | | | |
| 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: | | 0-First Grade/02-Second Grade/03-Third Grade/04-4th Grade/05-Fifth Grade/06-Sixth Grade/07-Seventh Grade/08-Eighth Grade/09-Ninth Grade/10-Tenth Grade/11-Eleventh Grade/12-Twelfth Grade | | Ethnicity/Race: | | ALL | | Gender: | | ALL | | Enrollment Status: | | ALL | |
| English Language Acquisition Status: | | ALL | | Homeless Program: | | 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:

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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**

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- 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.

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| <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 |

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|---|-------------------|
| 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

MINUTES

GOVERNANCE COUNCIL MEMBERS PRESENT:

Academy for Academic Excellence – Lisa Lamb, Allegiance STEAM Academy – Sebastian Cogna, Apple Valley USD – Trenae Nelson, Baker Valley USD – Milan Stijepovic, Barstow USD – Deanna Swearingen, Excelsior Charter Schools – Derek King, Helendale SD – Joshua Behnke, Hesperia USD – David Olney, Oro Grande SD – Derek Delton, Silver Valley USD – Jesse Najera, and Victor Elementary SD – Lori Clark.

OTHERS PRESENT:

Shannon Brandner – Ballington Academy for the Arts and Sciences

CAHELP JPA STAFF PRESENT:

Jamie Adkins, Pamela Bender, Peggy Dunn, Thomas Flores, Marina Gallegos, Linda Llamas, Letitia Macaraeg, Kathleen Peters, Deborah Sarkesian, and Jennifer Sutton.

1.0 CALL TO ORDER

The regular meeting of the California Association of Health and Education Linked Professions, Joint Powers Authority (CAHELP, JPA) Governance Council was called to order by Chairperson Jesse Najera at 10:00 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 David Olney, seconded by Lori Clark, to approve the March 1, 2024 CAHELP JPA Governance Council Meeting Agenda as presented. The motion carried on the following vote: 9:0:0: Ayes: Clark, Cogna, Delton, King, Lamb, Najera, Nelson, Olney, Stijepovic, Nays: None, Abstentions: None.

5.0 CONSENT ITEMS

It is recommended that the Governance 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 Council Member at the meeting for clarification, discussion, or change.

5.1 **BE IT RESOLVED** that a motion was made by Sebastian Cogna, seconded by Lisa Lamb, to approve the following Consent Items as presented. The motion carried on the following vote: 9:0:0: Ayes: Clark, Cogna, Delton, King, Lamb, Najera, Nelson, Olney, Stijepovic, Nays: None,

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
GOVERNANCE COUNCIL MEETING
March 1, 2024 - 10:00 a.m.

Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley, California 92307

MINUTES

Abstentions: None.

- 5.1.1 October 27, 2023 CAHELP JPA Governance Council Meeting Minutes.
- 5.1.2 Health Care Compliance Association (HCCA) membership renewal for Veronica Hay in the amount of \$325.00.
- 5.1.3 Declaration of Low Incidence Equipment as Salvage or Surplus.

The Desert Mountain SELPA is seeking approval from the CAHELP JPA Governance Council for the release to surplus or salvage of unassigned and/or obsolete low incidence equipment currently in storage. All of the low incidence equipment identified on the inventory report has been reviewed and determined to be unassigned and/or obsolete.

6.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

6.1 2024-25 Desert Mountain SELPA and Desert Mountain Charter SELPA Local Plans

Pam Bender provided the submission timelines for the 2024-25 Desert Mountain SELPA and Desert Mountain Charter SELPA Local Plans. She reported Section B is due this year as it is submitted every three years. There is a small committee reviewing the Local Plan that meets the CDE requirement of having one general education administrator, one special education administrator, and one parent. Pam said the committee will be reviewing the CAHELP JPA policies that may need to be amended based on the language of the Local Plan. She stated the Local Plan will be presented to Community Advisory Committee on April 18, 2024, with a final read for approval to CAHELP JPA Governance Council on May 10, 2024. Pam said past practice has been for Local Plan Sections B, D, and E to be approved by each of the member districts' boards. However, CDE has recently stated there is no California Education Code that requires multi-district SELPAs to have any section of the Local Plan approved by every LEA board because the superintendents have been given authority by their boards to approve such items. Pam continued that a legal opinion has not yet been shared and that State SELPA Administrators has a meeting with CDE on March 1, 2024 with further questioning expected. CDE has stated that the local board can decide how to proceed.

A brief discussion followed in which it was suggested that the Local Plan be presented as an information item to the LEA boards so they are still aware of changes and updates to the information. It was also suggested that a legal opinion be obtained and a CDE written statement if possible. Pam agreed to pursue the CDE for a written statement as well as pursue a legal opinion.

*Note – Deanna Swearingen joined the meeting at 10:03 a.m.
Joshua Behnke joined the meeting at 10:05 a.m.

MINUTES

6.2 Desert Mountain Charter SELPA Applications for Membership FY 2024-25

Pam Bender provided information regarding the applications for Desert Mountain Charter SELPA (DMCS) membership from Ballington Academy for the Arts and Sciences – San Bernardino and Options for Youth – Victor Valley. She shared that Ballington Academy for the Arts and Sciences - El Centro is currently a DMCS member with the San Bernardino location being authorized by San Bernardino City USD. Pam reported Options for Youth – Victor Valley is under VVUHSD as a 7th through 12th grade non-classroom program with three locations. She shared that interviews with each of the applying charters are scheduled for March 7, 2024, with site tours scheduled tentatively for April 10 and 12, 2024. Pam concluded recommendations pertaining to the applications will be provided to the Governance Council on May 10, 2024.

6.3 CAHELP JPA Governance Workshop

Pam Bender provided an update on the CAHELP JPA Governance Workshop. She reported the January workshop was cancelled due to Robert J. Feldhake, Esq. being unavailable due to an emergency. Mr. Feldhake did provide names of other attorneys to attend in his absence who are well versed in JPA law but would not be familiar with our specific JPA and the connection to San Bernardino County Superintendent of Schools (SBCSS). Pam has spoken with Dr. Ron Powell who is ready to provide background information pertaining to the Allocation Plan. Pam said when she receives potential dates that Mr. Feldhake is again available, she will provide the information to the council members for input.

Jesse Najera advised that he directed Pam to keep Dr. Powell and Mr. Feldhake scheduled for the same date. The council members agreed.

6.4 Chief Executive Officer Evaluation Update

Pam Bender provided an update on the Chief Executive Officer evaluation process. She reported she met with Jan Gonzales on February 15, 2024, and will meet again March 12, 2024. Pam said as part of her evaluation, she will present to the council in Closed Session. Pam's presentation will consist of data input, SEIS information, CALPADS information, due process data including alternative dispute resolution (ADR), facilitated IEPs, as well as compliance, DMCC update, budget items, program highlights, and Pam's goals moving forward.

Jesse Najera confirmed that Jan Gonzales will be present during Pam's presentation and will assist with facilitation.

Pam added that council members will be able to provide input and recommendations on March 29, 2024 with the final evaluation being part of the May 10, 2024 CAHELP JPA Governance Council meeting.

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
GOVERNANCE COUNCIL MEETING

March 1, 2024 - 10:00 a.m.

Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley, California 92307

MINUTES

6.5 Alternative Pathway Diploma

Pam Bender provided an update on the Alternative Pathway Diploma. Pam shared the California School Boards Association (CSBA) sample policy to assist with LEA board policy. She reported the alternative pathway diploma committee met on February 26, 2024, and they discussed that students receiving services from Desert Mountain Operations (DMOPS) will receive their diploma from the district of residence. Pam continued that each district must have a plan for an alternative pathway diploma and students being served by DMOPS must meet the requirements. She has found a lot of information is available as agencies across the state have shared their work including East County SELPA, San Mateo SELPA, Mt. Diablo USD SELPA, and Colton JUSD. Pam said the committee decided they will unpack the standards of what must be accomplished for a student to achieve an alternative pathway diploma. A checklist will be provided to districts of things that must be done for districts to move forward. Pam continued the standards and curriculum used should be the adopted general education curriculum with supplementals approved by CDE. Pam reminded the council members the alternative pathway diploma is for students who take the California Alternate Assessment (CAA), have moderate/severe needs, who could get a certification of completion but would be part of a 4-year cohort that would allow them to have access to high school education until they are 22 years of age. That additional four years could truly focus on transition. Pam said the students on the alternative pathway would not have to be in general education classrooms but could be the special day class with a course number and specific standards to be met. Pam confirmed there are special education directors involved in the committee. She said each district will decide what they will implement with their board approval.

Pam recognized there is a difference between the credits for an A-G diploma and the state requirement. The alternative pathway diploma is for the most severe student population and is at a higher level than the certificate of completion. Pam said the committee is working to find the similarities in the curriculums used so DMOPS teachers are not trying to meet different standards.

6.6 2024-25 CAHELP JPA Governance Council Meeting Dates and Location

Pam Bender presented the tentative 2024-25 CAHELP JPA Governance Council meeting dates and times. She shared the first two meetings will precede the Mountain Desert Career Pathway (MDCP) meeting which will also be held at DMESC. The other meetings will stand alone. Pam said the meetings were not able to be scheduled to coincide with the High Desert/Mountain Superintendents' Meetings. Pam asked to be notified if anyone finds a conflict with the dates.

6.7 Legislative Update

Pam Bender provided a legislative update. She reported that February 16, 2024 was the last date for bills to be submitted. State SELPA Administrators are currently reviewing special education bills which will allow Pam to report out at a later date.

David Olney suggested Pam work with council members that attend San Bernardino County

MINUTES

District Advocates for Better Schools (SANDABS) to provide federal updates.

6.8 Compliance Update

Pam Bender provided an update on compliance issues from the California Department of Education including IEP Implementation and Monitoring, Compliance and Improvement Monitoring (CIM) and levels of intervention. She reported CDE sent an email on February 27, 2024 to directors of special education regarding Prong II that included names of student files for review. Pam stated that the directors can call Colette Garland who will provide CDE with read only access for the involved students. She said that February 29, 2024, information was emailed to her about IEP implementation data providing dates of March 1-April 29, 2024. On May 1, 2024, LEAs will receive student names with documentation being returned to CDE by June 15, 2024. It was asked for Colette Garland to copy the directors of special education when providing access to CDE and Pam agreed. Pam continued that CIM progress reports are due with the districts being very responsive. Peggy Dunn and the program specialists have been working with LEA staff and special education directors to assist with compliance. Pam said the SEIS dashboard gives directors immediate access to the number of late IEPs including teacher names and school sites. She stated the directors of special education are notified of the number of late IEPs monthly at Steering and Finance Committee Meetings.

6.9 CAHELP JPA Budget Overages

Pam Bender provided information regarding CAHELP JPA budget overages. Pam reported the Average Daily Attendance (ADA) increased to \$820.00 per student and CAHELP JPA staffing vacancies caused a large part of the overage. She said Dispute Prevention and Resolution along with Learning Recovery must be returned to CDE. CDE said instead of fully funding 602 proportionate share, they were going to take it out of the Dispute Prevention and Resolution and Learning Recovery funds but then decided it would have to be paid back. Pam said the Out of Home funding has been revamped and is now fully funded for 2021-22 and 2022-23 school years. She continued that it has been difficult to confirm with CDE the amount of funds being received per filled bed. Pam continued for Desert Mountain Children's Center (DMCC), Department of Behavioral Health (DBH) for 2021-22 and 2022-23 fully funded the contract. Many counselors left during that time as they were able to work remotely with other agencies. Pam said DMCC has not been billed for the cost settlement so the amount is unknown. She said for Desert Mountain Charter SELPA (DMCS), out of home funding was not expected. There is significant fund balance under low incidence with an increase in funding but the number of students and requests have not increased. Pam said she is looking at ways to provide more low incidence supports. She is also reviewing the possibility of returning the fee-for-service to districts, and if it can be done mid-year or the beginning of the fiscal year. Pam said she will report out as soon as a decision is made. She reported that DMCC is close to fully staffed and there is one program specialist position that is still vacant. Pam asked to have ideas shared with her so she can bring them to the CAHELP team of how to spend funds down.

MINUTES

There was discussion about the need to give funds back to the districts if possible because having excess is not common. There is hesitation because though the governor says no cuts to education or mental health, the final budget has not been released.

6.10 Building Committee

Pam Bender discussed dates for the building committee to meet. She said the number of staff is continuing to grow and some sites have staff hoteling and sharing space. The hope is for the committee to see what is available and discuss what do we want to look towards as services are provided. The committee members are Carl Coles, Deanna Swearingen, Trenae Nelson, David Olney, and Josh Behnke. Pam will email dates to the committee for input and offered to hold the meeting virtually if that was a better option.

7.0 INFORMATION ITEMS

7.1 Professional Learning Summaries

Pam Bender shared that past practice has been to email training flyers to the directors of special education. There has been discussion recently about emailing the flyers instead to the directors' support staff.

Pam explained Region 10 covers San Bernardino, Riverside, Inyo, and Mono counties. Region 10 offers trainings and in-services as well.

7.2 Resolution Support Services Summaries

Pam Bender reported resolution support services numbers are high across the state with some families filing multiple times. She said that families with advocates and attorneys often receive what the LEA originally offered but now there are additional fees added on. Pam continued that filing on a parent is sometimes needed based on the law.

There was discussion about an optometrist providing diagnoses outside of his area of expertise, including providing mental health assessments. It was suggested to make a complaint with the appropriate licensing board.

Kathleen Peters said it is acceptable for there to be language in settlement agreements that an assessment will be approved but not from the named specialist.

Pam stated that if an independent educational evaluator provides an assessment, they should not be the one providing services.

Lori Clark appreciates the support received in filing against parents for what is right for the student. When the student needs different placement to be successful and the parent will not agree, it is detrimental to the student.

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)

GOVERNANCE COUNCIL MEETING

March 1, 2024 - 10:00 a.m.

Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley, California 92307

MINUTES

8.0 CLOSED SESSION – 11:02 A.M.

8.1 Public Employee Discipline/Dismissal/Release/Reassignment/Transfer/Resignation

Reconvene to Open Session – 11:34 a.m.

9.0 GOVERNANCE COUNCIL MEMBERS COMMENTS / REPORTS

Trenae Nelson explained her district currently has a young student with severe behavior issues. The sheriff's office, Child Protective Services, Desert Mountain Children's Center (DMCC), and the district board certified behavior analysts (BCBA) have been supporting the family in the home and on campus. The individual agencies are working independently of the others with no collaboration. Trenae asked if would be possible to coordinate resources so each agency has all of the data and can work together to assist the students.

Pam Bender agreed it would be beneficial and would speak with Linda Llamas at DMCC Trenae will gather data and Pam will work with Linda Llamas to move forward.

10.0 CEO COMMENTS

Pam Bender introduced Milan Stijepovic, the new superintendent for Baker Valley USD.

Pam thanked the council members for their support with the transition to SEIS and the updates in CALPADS.

A number of council members thanked Pam for providing weekly updates and reports during the transition and agreed the change was long overdue.

11.0 MATTERS BROUGHT BY GENERAL PUBLIC

None.

12.0 ADJOURNMENT

Having no further business to discuss, a motion was made by Lori Clark, seconded by Lisa Lamb, to adjourn the meeting at 11:39 a.m. The motion carried on the following vote 11:0:0: Ayes: Behnke, Clark, Cognetta, Delton, King, Lamb, Najera, Nelson, Olney, Stijepovic, Swearingen, Nays: None, Abstentions: None.

The next regular meeting of the CAHELP JPA Governance Council will be held on Friday, March 29, 2024, at 10:00 a.m., at the Desert Mountain Educational Service Center, Aster/Cactus Room, 17800 Highway 18, Apple Valley, CA 92307.

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)

GOVERNANCE COUNCIL MEETING

March 1, 2024 - 10:00 a.m.

Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley, California 92307

MINUTES

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.

MINUTES

GOVERNANCE COUNCIL MEMBERS PRESENT:

Apple Valley USD – Trenae Nelson, Oro Grande SD – Derek Delton, Silver Valley USD – Jesse Najera, Snowline USD – Ryan Holman, Trona JUSD – Jerry Jennex, and Victor Elementary SD – Lori Clark.

OTHERS PRESENT:

Jan Gonzales – San Bernardino County Superintendent of Schools, District Governance Advisors and Selina Hurley (via Web Ex) – San Bernardino County Superintendent of Schools, Business Services.

CAHELP JPA STAFF PRESENT:

Pamela Bender, Heidi Chavez, Peggy Dunn, Marina Gallegos, Linda Llamas, Letitia Macaraeg, Deborah Sarkesian, and Jennifer Sutton.

1.0 CALL TO ORDER

The regular meeting of the California Association of Health and Education Linked Professions, Joint Powers Authority (CAHELP, JPA) Governance Council was called to order by Chairperson Jesse Najera at 10:06 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 the adoption of the March 29, 2024 CAHELP JPA Governance Council Meeting Agenda failed due to lack of quorum.

5.0 PRESENTATIONS

5.1 2023-24 Desert Mountain County Operated Special Education Fee-For-Service Budget – 2nd Interim Update

Selina Hurley, SBCSS Accountant, presented the 2023-24 Desert Mountain County Operated Special Education Fee-For-Service (FFS) Budget – 2nd Interim Update. Selina reported revenues have increased due to AB602 and services increasing by 826 students. There was also an increase in LCFF transfer due to an increase in average daily attendance (ADA) of 205 students. Selina said there was a large increase in related services and specialized academic instruction (SAI) leading to an increase in expenditures. There were expenditures savings related to vacancy savings because of positions that were not filled. The estimated FFS ending balance is \$9,701,137 plus the reserve amount of \$1,780,172 brings the estimated total ending balance to \$11,481,309, with no proposed adjustments to the fee structure.

MINUTES

5.2 2023-24 1st 50% Local Control Funding Formula (LCFF) Revenue Transfer – District Funded Students in County Operated Special Education Programs

Selina Hurley presented the 2023-24 1st 50% LCFF Revenue Transfer – District Funded Students in County Operated Special Education Programs. Selina stated the LCFF Revenue Transfer amount is based on P1 certified data with a projected LCFF ending fund balance of \$13,975,821. Selina elucidated that the allocation is derived from the Prior Year Average Daily Attendance (P-1 ADA) and detailed information regarding this allocation can be accessed on the official SBCSS website.

5.3 Credentials Bridge Authorization

Desert Mountain Operations Area Director Rich Frederick presented SBCSS credentials bridge authorization information. During the meeting, it was reported that California Commission on Teacher Credentialing (CCTC) is allowing SELPAs, school districts, and County Offices of Education to provide training for teachers to assist them in receiving the additional authorizations. Rich stated the training is professional development to meet the requirements of the new credentials from Mild Moderate Disabilities (MMD), Moderate Severe Disabilities (MSD), or Early Childhood Special Education (ECSE) to Mild to Moderate Support (MMS), Extensive Support Needs (ESN), or Early Childhood Special Education (ECSE) respectively. Notably, the expansion of authorization for the Mild Moderate Support Needs and Extensive Support Needs credentials broadens the pool of educators eligible to serve in these capacities and now includes Multiple Disabilities, Orthopedic Impairment, and Traumatic Brain Injury. Rich reported the inclusion of Early Childhood Special Education Credential is particularly significant, encompassing transitional kindergarten and kindergarten teaching for students with special needs. In addressing the need for Orthopedic Impairment expertise within the educational system, the bridge training will empower educators to serve such cases directly, thus reducing referrals to county programs. Rich reported the bridging of authorizations is not intended to be a preliminary credential program but instead allows current credential holders to bridge for the new authorizations. The 2.5-hour training is in an interactive format and allows ESN and MMSN to be done simultaneously. For the SBCSS County teachers, SBCSS Human Resources will provide support in completing CCTC paperwork during the last half hour of each session. Rich shared the cost of bridging each credential to the CCTC is \$100 and SBCSS is using Educator Effectiveness Funds to cover the cost, and completion of one session suffices to bridge the credentials. Additionally, it was noted that either the district or the SELPA director could sign the authorization form allowing the training to be provided at the district level or the SELPA level.

After a brief discussion, it was decided that DMSELPA would organize and offer the training sessions with the LEAs deciding how the \$100 CCTC fee would be paid. The information on the trainings will be disseminated once they are operational with multiple sessions provided as needed.

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
GOVERNANCE COUNCIL MEETING
March 29, 2024 - 10:00 a.m.

Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley, California 92307

MINUTES

6.0 CONSENT ITEMS

It is recommended that the Governance 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 Council Member at the meeting for clarification, discussion, or change.

6.1 **BE IT RESOLVED** that the following consent items be tabled to the May 10, 2024 meeting due to lack of quorum.

6.1.1 March 1, 2024 CAHELP JPA Governance Council Meeting Minutes.

6.1.2 2024-25 CAHELP JPA Governance Council Schedule of Meetings.

7.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

7.1 Legislative Update

Pam Bender highlighted Assembly Bill (AB) 2173 that is written to change the terminology of emotional disturbance to emotional disability. The change is helpful because many parents do not want the disability of emotional disturbance on their child's IEP with the unintended consequence of the child not receiving services to better support them. Pam reported the bill has been passed by the Education Committee and it will continue to move forward.

7.2 SELPA Funding Cap

Pam Bender shared information pertaining to the SELPA Funding Cap. She clarified that equalized funding is applicable for one year to ensure LEAs are being funded at the same base rate as last year. Marina Gallegos has reviewed the formula provided by State SELPA that includes the percentage change in each LEA and incorporates an 8.22% Cost of Living Adjustment (COLA). Pam noted that each member district will see a slight increase in their base rate compared to last year, totaling \$14,000 across the SELPA. However, Desert Mountain Charter SELPA (DMCS) will receive slightly less, totaling \$3800 based on their ADA from the previous year. Pam emphasized that these figures could alter with the finalization of P-2, contingent upon ADA. Looking ahead to the May meeting, Pam suggested decisions might need to be made regarding how each LEA receives their base funding from the previous year. She clarified that while this adjustment does not necessitate inclusion in the allocation plan due to its one-year nature, the Governance Board will need to decide on how all LEAs are made whole.

Marina said the reason for the shortfall for DMCS is the allocation plan rolls the program specialist funding into the base allocation. She said it will occur in perpetuity unless the allocation plan is changed. Part of the reason the allocation plan is written that way is it allows the program specialist funding and administration fees to be taken off the top providing more funds.

MINUTES

7.3 Compliance Update

Pam Bender provided an update on compliance issues from the California Department of Education including IEP Implementation and Monitoring, Compliance and Improvement Monitoring (CIM) and levels of intervention. During the meeting, Pam stated all districts have received their Annual Determination Letters and are continuing to work through the process. Pam said that updated progress reports will need to be submitted to CDE. Regarding Small Schools Monitoring, CDE has distributed Small School Monitoring Cycle B and Cycle C notifications informing districts of the timeline for progress monitoring identification. Pam emphasized that IEP implementation should not be confined to the period of March 1st through April 29th but should be ongoing. She continued that service tracking must also be done for services provided by nonpublic agencies and retained on site. Pam added that SEIS does have IEP implementation available but it is not mandatory to use that system but a system must be in place. She explained that an issue with SEIS is it is based on 365 days and not a school year so the percentage is skewed. Other LEAs that use SEIS have developed a different formula using SEIS data for accurate percentages of services rendered and Pam is working to collect that information. Pam encouraged special education directors and case managers to utilize the SEIS dashboard to monitor late IEPs and to identify patterns of delays.

8.0 INFORMATION ITEMS

8.1 Professional Learning Summaries

Pam Bender shared that not much has changed since the meeting on March 1, 2024. She reported that Behavioral Supports and Individual Protections are in demand as the students are continuing to recover from the pandemic.

8.2 Resolution Support Services Summaries

Pam Bender shared there have been 38 filings in DMSELPA for the year. There were two parents filed against which is sometimes necessary and in both cases, the LEAs prevailed.

9.0 CLOSED SESSION – 10:35 A.M.

9.1 Public Employee Discipline/Dismissal/Release/Reassignment/Transfer/Resignation

9.2 Chief Executive Officer Evaluation

Reconvene to Open Session – 12:39 p.m.

10.0 GOVERNANCE COUNCIL MEMBERS COMMENTS / REPORTS

None.

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)

GOVERNANCE COUNCIL MEETING

March 29, 2024 - 10:00 a.m.

Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley, California 92307

MINUTES

11.0 CEO COMMENTS

Pam Bender thanked the governance council members for their support.

12.0 MATTERS BROUGHT BY GENERAL PUBLIC

None.

13.0 ADJOURNMENT

Having no further business to discuss, Jesse Najera ended the meeting at 12:46 p.m.

The next regular meeting of the CAHELP JPA Governance Council will be held on Friday, May 10, 2024, at 10:00 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.

**CAHELP JPA GOVERNANCE COUNCIL
2024-25 MEETINGS**
**Desert Mountain Education Service Center – Aster/Cactus
17800 Highway 18, Apple Valley, 92307
10:00 a.m.**

October 25, 2024*

At 8:00am, followed by MDCP Meeting

January 31, 2025*

At 8:00am, followed by MDCP Meeting

March 28, 2025

May 9, 2025



PO Box 79026
 Baltimore, MD 21279
 (888) 232-7733
exceptionalchildren.org/help

RENEWAL INVOICE

| Member ID | Renewal Date | Invoice Number | Invoice Date |
|--|--------------|----------------|--------------|
| 1269631 | 5/31/2024 | 24-1269631 | 3/25/2024 |
| Product(s) or Service(s) | | | Amount |
| Professional (Full Membership) | | | \$135.00 |
| Council of Administrators of Special Education | | | \$60.00 |

Renewal Amount: \$195.00

| Phone | Online | Purchase Orders |
|----------------|--|--|
| (888) 232-7733 | exceptionalchildren.org/renew | exceptionalchildren.org/uploads |

Cut here and mail back with your payment.

| Member Information | Member Number |
|---|---------------|
| Heidi Chavez 17800 Highway 18 Apple Valley, CA 92307 | 1269631 |
| | Renewal Date |
| | 5/31/2024 |
| Mail this stub with your payment to: | Invoice Date |
| | 3/25/2024 |
| Council for Exceptional Children PO Box 79026 Baltimore, MD 21279 | |
| We look forward to another year of membership with you! | |

| Authorized Cardholder's Full Name | | |
|--|----------|------------------|
| | | |
| Credit Card or Purchase Card Number | | |
| | | |
| Expiration Date | CVV Code | Billing Zip Code |
| / | | |
| Signature of Authorized Cardholder | | |
| | | |
| CEC does not retain payment information. | | |

All memberships in the Council for Exceptional Children (CEC) are final and non-refundable. Memberships are individually based and non-transferrable. Credit cards and purchase orders qualify for immediate service or membership activation. Checks must be received and cleared before any service or membership with CEC can be activated. For questions contact CEC Member Services at www.exceptionalchildren.org/help.

California Association of Marriage and Family Therapists

7901 Raytheon Road
San Diego, CA 92111



Please Return Bottom Portion With Payment

2024-25 Invoice Pending

| Invoice # | Payee # | Invoice Date | Terms | Notice Date | Due Date | Balance Due |
|-----------|-------------|--------------|--------|-------------|----------|-------------|
| 1194862 | 131660 (O) | 8/1/2023 | Net 30 | 5/1/2023 | 8/1/2023 | \$300.00 |

Sold to:
Linda M. Llamas
Licensed Marriage and Family Therapist
Desert/Mountain Children's Center
17800 Highway 18
Apple Valley, CA 92307-1221

Ship to:
Linda M. Llamas
Licensed Marriage and Family Therapist
Desert/Mountain Children's Center
17800 Highway 18
Apple Valley, CA 92307-1221

| Item Description | QTY | Rate | Total |
|---|-----|----------|----------|
| CEPA: Desert/Mountain Children's Center (08/01/2023 - 08/01/2024) | 1 | \$300.00 | \$300.00 |

| | |
|----------------------|-----------------|
| Total Invoice | \$300.00 |
| Payments | \$0.00 |
| Balance Due | \$300.00 |

Please detach and return

| Invoice # | Payee # | Invoice Date | Terms | Notice Date | Due Date | Balance Due |
|-----------|-------------|--------------|--------|-------------|----------|-------------|
| 1194862 | 131660 (O) | 8/1/2023 | Net 30 | 5/1/2023 | 8/1/2023 | \$300.00 |

Linda M. Llamas
Licensed Marriage and Family Therapist
Desert/Mountain Children's Center
17800 Highway 18
Apple Valley, CA 92307-1221

Payment: Check AMEX MC VISA DISC

| | | | | |
|--------------------------|-----------|------------------------------|-------------|-----|
| Check/Credit Card Number | | Billing Zip | Exp (mm/yy) | CVV |
| | | | | |
| Amt. Paid | Pmt. Date | Signature (credit card only) | | |
| | | | | |



2024-25 Invoice Pending

**SAN BERNARDINO COUNTY DISTRICT ADVOCATES FOR BETTER SCHOOLS
(SANDABS)
2022-23
MEMBERSHIP AGREEMENT
AGREEMENT NO. 22/23-0251**

THIS AGREEMENT, made and entered into between the San Bernardino County District Advocates for Better Schools (SANDABS) Executive Committee, hereinafter known as **COMMITTEE**, and the San Bernardino County Superintendent of Schools, hereinafter known as **SUPERINTENDENT** and the Desert/Mountain SELPA, hereinafter known as **MEMBER**, mutually agree to the following terms and procedures for the conduct of San Bernardino County District Advocates for Better Schools, hereinafter known as SANDABS.

A. Purpose and Eligibility

The purpose of SANDABS is to support the success of every child from cradle to career, by influencing the adoption of thoughtful state and federal legislation. SANDABS provides an opportunity for state and federal legislators or their designated staff to discuss and review issues affecting education in San Bernardino County. SANDABS does not endorse candidates or attempt to influence voters.

1. All school districts; the West End, East Valley, and Desert/Mountain Special Education Local Plan Areas (SELPA); the Colton-Redlands-Yucaipa and Baldy View Regional Occupational Programs (ROPs); and the San Bernardino County Superintendent of Schools (SBCSS) are eligible for membership in SANDABS.
2. Each school district, SELPA, ROP, and SBCSS shall sign a SANDABS Annual Membership Agreement and pay annual membership dues as established by the Executive Committee. The membership dues are based on the prior year P-2 revenue limit Average Daily Attendance (ADA).

B. RESPONSIBILITIES OF SUPERINTENDENT

1. The **SUPERINTENDENT** may designate SBCSS staff to support and facilitate the activities of SANDABS. These responsibilities may include:
 - Preparation and distribution of meeting notices, appropriate backup materials, agendas, minutes, communication, and correspondence in cooperation with the co-chairs.
 - Coordination of advocacy efforts, delegation meetings, and development of annual state and federal legislative platforms with state and federal legislative advocates.
 - Work in concert with Executive Committee to identify opportunities to align and mobilize collective advocacy.
 - Evaluation of efforts to strategically align, abandon, and strengthen efforts.
2. The **SUPERINTENDENT** may provide meeting facilities and teleconferencing services for the **COMMITTEE**, including special committees as appropriate, in each of the three regions. These facilities include but are not limited to Roy C Hill Education Center, the Desert/Mountain Educational Service Center, and the West End Educational Service Center.

C. **RESPONSIBILITIES OF COMMITTEE**

Responsibilities of the Executive Committee may include, but are not limited to:

- Adopt positions relative to the proposed legislation, regulations, or budget proposals most critical to SANDABS state and federal legislative platform priorities.
- Testimony at committee hearings.
- Participation in meetings with legislators and/or legislative staff.
- Development of key messages and talking points, legislative platforms, and/or response to inquiries.
- Obtain input/feedback from SANDABS members within their respective region to engage and promote a unified voice in setting legislative priorities.
- Identify opportunities to align and mobilize collective advocacy.
- Build and foster relationships with municipalities, counties, sectors, and coalitions for strengthening collective advocacy efforts.
- Employ data informed decision-making to strategically align, abandon, and strengthen efforts in the most impactful and efficient manner.

D. **RESPONSIBILITIES OF MEMBER**

1. **MEMBER** shall submit a signed Membership Agreement and pay the annual membership due by purchase order or intra-district transfer payable to SANDABS by September 1 of the membership year on a fiscal year basis according to a membership dues schedule adopted by **COMMITTEE**.
2. **MEMBER** shall support, to the extent possible, the activities of **COMMITTEE** in the form of correspondence and contact with legislators representing San Bernardino County.

E. **MEMBERSHIP DUES SCHEDULE**

The membership due schedule for 2022-23, based on prior year P-2 revenue limit ADA, shall be as follows:

| | | |
|--|---|--------|
| ROPs, SELPAs and County Superintendent | = | \$200 |
| Less than 1,000 ADA | = | \$125 |
| 1,001 to 2,500 ADA | = | \$300 |
| 2,501 to 5,000 ADA | = | \$500 |
| 5,001 to 10,000 ADA | = | \$1000 |
| Over 10,000 ADA | = | \$2000 |

Payment of membership dues shall be made to the SANDABS account established by the San Bernardino County Superintendent of Schools on or before September 1, 2022, or by warrant payable to the **SUPERINTENDENT**. The **MEMBER** will pay a membership of \$200.00 for 2022-23.

Member's form of payment (**Please check one**):

Intrafund Transfer from the general fund of the member district

Member District's 26-Digit Account #: _____

Warrant from the member district to the designated SANDABS budget

(SELPAs and SBCSS Only) Interfund Transfer to the designated SANDABS budget

F. **TERM OF AGREEMENT**

The term of the Agreement shall be from July 1, 2022 to June 30, 2023.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed.

**SAN BERNARDINO COUNTY
SUPERINTENDENT OF SCHOOLS**

DESERT/MOUNTAIN SELPA

Amber L. Arias, Manager
Procurement Services

District Authorized Signer

Print Name, Title

Date: _____

Date: _____

COALITION FOR ADEQUATE FUNDING FOR SPECIAL EDUCATION

2022-23 Letter of Agreement for Special Services

By means of signature to this Letter of Agreement, we, the undersigned, agree to participate in the coalition known as "Coalition for Adequate Funding for Special Education," hereinafter referred to as "Coalition."

We understand that the Coalition has contracted with School Services of California Inc. hereinafter referred to as "Consultant," for the purpose of having Consultant represent the Coalition as its legislative advocate, performing such services as may be directed by the Coalition, with specific attention being given to the issue of adequate special education funding.

We understand that the term of this Letter of Agreement is for a period of 12 months, beginning July 1, 2022, and terminating June 30, 2023. In consideration for our participation in the Coalition, we agree to pay \$1,500 (see below for the cost calculation based on the prior-year CALPADS Census Day data of the Special Education Local Plan Area [SELPA], which will be self reported).

Ventura County SELPA serves as the current treasurer to the Coalition. Pursuant to the Coalition's Bylaws, dues must be received by November 30 in order to be considered a member in good standing. As soon as possible, please return this completed form along with a check:

Payable To: Coalition for Adequate Funding for Special Education

**Mail to the Attention of: Emily Mostovoy-Luna, CAFSE Treasurer
Ventura County SELPA
5100 Adolfo Road
Camarillo, CA 93012**



- Current SELPA Director
 Retired
 Retired/Consultant

| | |
|--|----------------------|
| Name (to appear on the Coalition Roster) Pamela Bender | |
| Title Chief Executive Officer | |
| Agency Name Desert/Mountain SELPA | |
| Address 178000 Highway 18, Apple Valley CA. 92307 | |
| Telephone No. 760-955-3556 | Fax No. 760-242-5363 |
| E-mail Address (to send all Coalition information) pamela.bender@cahle.org | |
| CALPADS Census Day data of the SELPA | |
| Membership Fee (see rates below) | \$1,500 |

Signature *Pamela Bender* Date 5.31.2022

[Note: The authority for entering into this agreement is contained in Section 53060 of the California Government Code and such other provisions of California law as may be applicable.]

The 2022-23 membership fees are based on the prior year CALPADS Census Day data of the SELPA and are listed below. These fees are unchanged from 2007-08 and reflect a full year's membership, beginning July 1, 2022, through June 30, 2023, and includes Coalition-related expenses.

| SELPA Census Day Data Count | More than 10,000 | 5,000-10,000 | 2,000-5,000 | 1,500-2,000 | 500-1,500 | Under 500 | Retired/Consultant |
|-----------------------------|------------------|--------------|-------------|-------------|-----------|-----------|--------------------|
| Cost | \$1,500 | \$1,400 | \$1,300 | \$1,050 | \$850 | \$650 | \$200 |



PLEASE ATTACH A COPY OF THIS AGREEMENT WITH PAYMENT!! NO P.O.'S

Clear Form

COALITION FOR ADEQUATE FUNDING FOR SPECIAL EDUCATION

2022-23 Letter of Agreement for Special Services

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We understand that the Coalition has contracted with School Services of California Inc. hereinafter referred to as "Consultant," for the purpose of having Consultant represent the Coalition as its legislative advocate, performing such services as may be directed by the Coalition, with specific attention being given to the issue of adequate special education funding.

We understand that the term of this Letter of Agreement is for a period of 12 months, beginning July 1, 2022, and terminating June 30, 2023. In consideration for our participation in the Coalition, we agree to pay \$850 (see below for the cost calculation based on the prior-year CALPADS Census Day data of the Special Education Local Plan Area [SELPA], which will be self reported).

Ventura County SELPA serves as the current treasurer to the Coalition. Pursuant to the Coalition's Bylaws, dues must be received by November 30 in order to be considered a member in good standing. As soon as possible, please return this completed form along with a check:

Payable To: Coalition for Adequate Funding for Special Education

**Mail to the Attention of: Emily Mostovoy-Luna, CAFSE Treasurer
Ventura County SELPA
5100 Adolfo Road
Camarillo, CA 93012**



Current SELPA Director

Retired

Retired/Consultant

| | |
|---|----------------------|
| Name (to appear on the Coalition Roster) Pamela Bender | |
| Title Chief Executive Officer | |
| Agency Name Desert/Mountain CHARTER/SELPA | |
| Address 178000 Highway 18, Apple Valley CA. 92307 | |
| Telephone No. 760-955-3556 | Fax No. 760-242-5363 |
| E-mail Address (to send all Coalition information) pamela.bender@cahlep.org | |
| CALPADS Census Day data of the SELPA | |
| Membership Fee (see rates below) | \$850 |

Signature *Pamela Bender*

Date 5.31.22

[Note: The authority for entering into this agreement is contained in Section 53060 of the California Government Code and such other provisions of California law as may be applicable.]

The 2022-23 membership fees are based on the prior year CALPADS Census Day data of the SELPA and are listed below. These fees are unchanged from 2007-08 and reflect a full year's membership, beginning July 1, 2022, through June 30, 2023, and includes Coalition-related expenses.

| SELPA Census Day Data Count | More than 10,000 | 5,000-10,000 | 2,000-5,000 | 1,500-2,000 | 500-1,500 | Under 500 | Retired/Consultant |
|-----------------------------|------------------|--------------|-------------|-------------|-----------|-----------|--------------------|
| Cost | \$1,500 | \$1,400 | \$1,300 | \$1,050 | \$850 | \$650 | \$200 |



PLEASE ATTACH A COPY OF THIS AGREEMENT WITH PAYMENT!! NO P.O.'S

Clear Form



SPECIAL EDUCATION LOCAL PLAN AREA ADMINISTRATORS

**DUES INVOICE
2024-25**

Pamela Bender

SELPA Director Name

17800 Highway 18, Apple Valley CA 92307

Address, City, State, Zip

760-955-3555

Contact Number

Desert Mountain SELPA

SELPA Name

San Bernardino

County Name

Pamela.Bender@cahelp.org

Email Address

(Please print and complete all of the above)

Please remit payment and a copy of this invoice to:

SELPA Administrators of California
c/o East San Gabriel Valley SELPA
1400 N. Ranger Drive
Covina, CA 91722
ATTN: Scott Turner

Please enclose your check or money order (**NOT a P.O.**), **made payable to SELPA Administrators of California in the amount of \$1,660.00**

The amount covers 2024-25 SELPA Administrators of California membership dues and will support operating expenses for the coming year. Operating expenses include providing food and drinks for meetings, renting meeting rooms, arranging special projects, as well as providing technology and advocacy for the Association.

Make CHECK or MONEY ORDER payable to: SELPA Administrators of California

Remit dues no later than November 1. Per Association bylaws, membership may be suspended in the event dues have not been paid by January 31.

(Reminder to only use state funds to pay State SELPA Administrator dues)

NOTE: Please make sure that a copy of this invoice and specific identification of the SELPA and director's name is attached to the payment.



SPECIAL EDUCATION LOCAL PLAN AREA ADMINISTRATORS

**DUES INVOICE
2024-25**

Pamela Bender

SELPA Director Name

17800 Highway 18, Apple Valley CA 92307

Address, City, State, Zip

760-955-3555

Contact Number

Desert Mountain Charter SELPA

SELPA Name

San Bernardino

County Name

Pamela.Bender@cahelp.org

Email Address

(Please print and complete all of the above)

Please remit payment and a copy of this invoice to:

SELPA Administrators of California
c/o East San Gabriel Valley SELPA
1400 N. Ranger Drive
Covina, CA 91722
ATTN: Scott Turner

Please enclose your check or money order (**NOT a P.O.**), **made payable to SELPA Administrators of California in the amount of \$1,660.00**

The amount covers 2024-25 SELPA Administrators of California membership dues and will support operating expenses for the coming year. Operating expenses include providing food and drinks for meetings, renting meeting rooms, arranging special projects, as well as providing technology and advocacy for the Association.

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Remit dues no later than November 1. Per Association bylaws, membership may be suspended in the event dues have not been paid by January 31.

(Reminder to only use state funds to pay State SELPA Administrator dues)

NOTE: Please make sure that a copy of this invoice and specific identification of the SELPA and director's name is attached to the payment.

**BROKEN/OUTDATED LOW INCIDENCE EQUIPMENT
FOR GOVERNANCE COUNCIL AUTHORIZATION TO
SEND TO SBCSS SURPLUS OR SALVAGE
05/01/2024**

| LIE # | Item | Tag # | LIE Date | Requested Action | Comments |
|-------|-----------------|---------|----------|-------------------|----------------------|
| | Acer Chromebook | 15197 | | Salvage / E-Waste | S/N: H9NXCX03S28237B |
| | Acer Chromebook | 15634 | | Salvage / E-Waste | S/N: H8NXCX03B700356 |
| | IPad A1395 | 10610 | | Salvage / E-Waste | S/N: F5RKVK3UDFHW |
| | Apple Keyboard | 10605 | | Salvage / E-Waste | |
| | IPad A1219 | 82423 | | Salvage / E-Waste | S/N: HW1097JVZ39 |
| | IPad Pro | 15660 | | Salvage / E-Waste | S/N: DLXY6218K7M9 |
| | IPad A1474 | 87598 | | Salvage / E-Waste | S/N: DMPPCJ1RFK15 |
| | IPad A1566 | DM3880 | | Salvage / E-Waste | S/N: DMPRVXJDG5VW |
| | IPad 1395 | DMID 93 | | Salvage / E-Waste | S/N: DYT32TDDFHW |
| | IPad A1395 | N/A | | Salvage / E-Waste | S/N: F5RKY4KMDFW |
| | Dell XPS | 12183 | | Salvage / E-Waste | S/N: 2BH3MQ2 |
| | Dynavox | N/A | | Salvage / E-Waste | S/N: TS14050206 |
| | | | | | |

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

From: [Tyler Chamness](#)
To: [Jamie Adkins](#)
Cc: [Marina Gallegos](#); [Jenean Fear](#)
Subject: Re: Care Solace rates for 2024-25 school year moving forward
Date: Wednesday, May 1, 2024 2:42:26 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)
[image005.png](#)
[image006.png](#)
[Desert Mountain SELPA 21-22 SIGNED \(1\).pdf](#)

CAUTION: This email originated from outside of the organization. Please do not click links or open attachments unless you recognize the sender and know the content is safe.

Hi Jamie,

Thank you for reaching out about this! We can keep the same contract and pricing model in place for next year so there will not be an increase in cost. I believe the invoice was just sent out today but I have attached the current service agreement here for your reference.

The total cost would be \$240,498 for unlimited utilization of Care Solace's services across all LEA's (except for Hesperia who is on a separate contract) from July 1, 2024 to June 30, 2025.

Please let me know if you have any questions or need additional information!

Here to serve,
Tyler



TYLER CHAMNESS
Director of Customer Success
760-392-3477 | tyler@caresolace.org | [Book a meeting](#)



SERVICE AGREEMENT

This General Service Agreement (the "Agreement") dated the 1st of July, 2021 between California Association of Health and Education Linked Professions on behalf of the Desert Mountain SELPA (Special Education Local Plan Area), and Desert/Mountain Charter SELPA both California SELPAs (the "Client") and Addiction Treatment Technologies, LLC DBA Care Solace, a Delaware limited liability company (the "Provider"). The Client and the Provider may be referred to individually as "Party," or collectively as "Parties."

RECITALS

WHEREAS, Care Solace provides a web-based navigation system to assist its district clients and the districts' students and parents in locating and connecting with mental health treatment providers (hereinafter the "Services"), and agrees to provide the Services to the Client on the terms and conditions set forth in this Agreement; and

WHEREAS, Client desires for Care Solace to assist it in connecting students and families with mental health treatment providers.

TERMS AND CONDITIONS

NOW, THEREFORE, in consideration of the matters described above and of the mutual benefits and obligations set forth in this Agreement, the receipt and sufficiency of which is hereby acknowledged, the Parties agree as follows:

Scope of Services

1. Care Solace shall provide the Services as follows:

1.1. Care Solace owns and operates a website located at the URL caresolace.com which provides information related to mental health treatment providers (hereinafter the "Main Site"). As part of this Agreement, Care Solace will manage and operate a version of the Main Site that is branded with Client's name (hereinafter the "Branded Site"). Care Solace will take all reasonable steps to ensure the Branded Site is live in MONTH 202_. Care Solace will provide access to the Branded Site to users authorized by the Client, including Client staff, students, and parents (hereinafter the "Authorized Users"), on a Software-as-a-Service ("SaaS") basis pursuant to the terms and conditions set forth in Paragraphs 26-34, *infra*.

1.2. Care Solace shall facilitate a process called the "Warm Hand-Off," whereby Client staff or third-party contractors, consultants, or other parties to whom Client has outsourced institutional services ("independent contractors") designated as school officials pursuant to 34 CFR § 99.31(a)(1)(i)(B) provide Care Solace with contact information of a student or family in need of mental health treatment providers (hereinafter the "Treatment Providers"). The family contact shall be a parent, legal guardian, or other adult primary contact as directed by Client. Care Solace will then work directly with the primary contact to connect the student to Treatment Providers.

1.3. In addition to providing Authorized Users with access to the Branded Site, Care Solace will also provide Authorized Users with telephone and email access to a Care Concierge team. The Care Concierge team are care coordinators with experience in customer service, trained to navigate the mental health system and health insurance. The Care Concierge team are not licensed mental health professionals and do not diagnose, assess or evaluate. No provider-patient relationship is formed by provision of services by a Care Concierge team member to an Authorized User. The Care Concierge team are not a crisis response team. The Care Concierge team are available to work directly with students and families to connect them with Treatment Providers. Care Concierge team members are available 24 hours per day, 7 days per week.

1.4 Care Solace connects Authorized Users with Treatment Providers based on criteria such as geographic proximity, whether the provider accepts the Authorized User's insurance, and whether the provider is accepting new patients. Care Solace will use reasonable efforts to have each Treatment Provider it refers to Authorized Users reviewed through Care Solace's verification process. The information available on Treatment Providers through the verification process may vary significantly.

Care Solace is Not a Treatment Provider

2. Care Solace is not a mental health treatment provider or a provider network and does not provide mental health treatment or other health care treatment to Authorized Users. Rather, Care Solace acts solely as a care coordinator by connecting Authorized Users to Treatment Providers. Care Solace does not represent, warrant or guarantee that Treatment Providers are of a particular quality. Care Solace shall not be liable for the quality of care provided by Treatment Providers.

Implementation Process

3. Care Solace will provide an onsite or virtual walk-through of the Services to Client representatives designated by Client in order to demonstrate the features and functionality of the Services.

4. Care Solace will conduct initial on-boarding training sessions with Client staff designated by Client in order to explain and demonstrate the Services.

5. Care Solace will provide training and on-going support concerning the use and functionality of the Services to key stakeholders of Client as requested by Client. Key stakeholders may include but are not limited to: Client's mental health team, psychologists, counselors, assistant principals, principals, human resources staff, district leadership, and parent-teacher associations.

6. Care Solace will assist in providing access to the Branded Site on Client's website as well as individual school websites, as requested by Client.

7. Care Solace will provide backpack mailer templates and email/text templates for Client to deliver to students and parents quarterly, or four times per year, to remind them of the Services and provide the URL for the Branded Site.

8. Client shall designate one of its employees as its principal contact for communicating with Care Solace regarding technical issues in the provision of the Services and shall notify Care Solace of such designation in writing within fifteen (15) days of the execution of this Agreement. Client may change its principal contact from time to time by providing written notice to Care Solace pursuant to Paragraph 52, *infra*.

Term

9. This Agreement shall be effective as of July 1, 2021 (hereinafter the “**Effective Date**”).

10. The initial term of this Agreement (hereinafter the “**Initial Term**”) will begin on July 1, 2021, and continue through June 30, 2022. This Agreement will renew automatically for one-year terms (hereinafter, “**Renewal Term**”) on July 1st of each year following the Initial Term (hereinafter the “**Renewal Date**”).

11. The maximum term of this Agreement is five years.

12. Client may terminate an Initial Term or a Renewal Term pursuant to this Agreement at any time after providing Care Solace with sixty (60) days written notice, pursuant to Paragraph 52, *infra*. In the event of termination of an Initial Term or a Renewal Term by Client pursuant to this paragraph, the fees paid by Client shall not be subject to a prorated refund.

13. In the event that Care Solace determines, in its sole and absolute discretion, to cease to offer the Services to new clients and to discontinue support of the Services for existing clients, Care Solace may terminate an Initial Term or a Renewal Term pursuant to this Agreement by providing Client with sixty (60) days written notice pursuant to Paragraph 52, *infra*. In the event of termination of an Initial Term or a Renewal Term by Care Solace pursuant to this paragraph, the fees paid by Client shall be subject to a prorated refund.

14. If either Party fails to comply with any of the material terms and conditions of this Agreement, including, without limitation, the payment of any fee to Care Solace, the non-breaching party may terminate this Agreement upon thirty (30) days written notice to the breaching party specifying the breach(es). Upon receiving written notice of a specified breach, the breaching party shall have a thirty (30) day cure period to remedy the specified breaches. The written notice must be provided in accordance with Paragraph 52, *infra*.

14.1. Only in the event that a Party fails to remedy a specified breach within the thirty (30) day cure period shall such a breach be considered a “Dispute” subject to the dispute resolution provisions set forth in Paragraphs 42-49, *infra*.

14.2. The written notice to a breaching party specifying any breach(es) of the material terms of this Agreement and the thirty (30) day cure period set forth in this Paragraph 14 are conditions precedent to any Party’s ability to provide the other Party with notice of a Dispute under Paragraph 41, *infra*.

Fees

15. In exchange for the Services contemplated under this Agreement, Client will compensate Care Solace as follows:

15.1. For the Initial Term July 1, 2021 through June 30, 2022 Client will pay \$240,498 (based on student enrollment 96,199, source DMSELPA). to Care Solace upon execution of this agreement.

15.2. For the Renewal Term July 1, 2022 through June 30, 2023 Client will pay \$240,498 (based on student enrollment 96,199, source DMSELPA). to Care Solace upon execution of this agreement.

16. The fees set forth in Paragraph 15, *supra*, shall be earned by Care Solace when paid and shall not be subject to a prorated refund in the event of the termination by Client of this Agreement prior to the end of the Initial Term or any Renewal Term.

17. Except as otherwise provided in this Agreement, all monetary amounts referred to in this Agreement are in USD (United States Dollars).

Data and Information Privacy

18. Care Solace and Client each agree to comply with all data privacy laws and requirements to which they are each subject, which may include, without limitation, the Student Online Personal Information Protection Act, the Children's Online Privacy Protection Act, and The Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g; 34 CFR Part 99 (hereinafter, "FERPA").

19. The Branded Site will include links to a privacy policy and terms of use which will comply with applicable law.

20. The Parties do not expect that, in most instances, education records other than "directory information," as that term is defined by FERPA at 20 U.S.C. § 1232g(a)(5)(A), would be conveyed to Care Solace by Client. However, in order to ensure that Care Solace is able to perform the Services, Client designates Care Solace a school official pursuant to 34 CFR § 99.31(a)(1)(i)(B) for the limited purposes of providing the Services.

21. The Parties expressly understand and agree that: (1) the Services are an institutional service or function that would otherwise be performed by employees of Client, such as counselors or principals; (2) Care Solace is under the direct control of Client with respect to the use and maintenance of "education records," as that term is defined at 34 CFR § 99.3; (3) Care Solace shall comply with the obligations imposed by 34 CFR § 99.33(a) regarding the redisclosure of any information relating to students and families obtained in providing the Services; (4) Client has determined that Care Solace has legitimate educational interests in any education records provided to it; and (5) Client has provided parents and eligible students with the annual notice required by 34 C.F.R. §99.7(a)(3)(iii) regarding its criteria for determining who is a school official and what constitutes a legitimate educational interest in education records.

22. Client represents and warrants that any independent contractor that is provided with access to the "warm hand-off" or is otherwise responsible for transmitting directory information or education records to Care Solace has also been designated as a school official pursuant to 34 CFR § 99.31(a)(1)(i)(B) and that Client has provided parents and eligible students with the annual notice required by 34 C.F.R. §99.7(a)(3)(iii).

23. Care Solace reserves the right to internally monitor Client's and Authorized Users' usage of the Branded Site and Services.

24. Care Solace will provide access to Client to the following non-personally identifiable information collected from Authorized Users: number of visitors, matches, and phone appointments. If Client desires to obtain personally identifiable information from Care Solace related to a particular Authorized User's use of the Services, Client shall obtain and deliver to Care Solace a duly executed written authorization from the Authorized User, or his or her legal guardian if applicable, in a form that complies with applicable law.

25. Care Solace shall ensure that: (i) all data and information provided by Client is stored on files that are separate from those of other Care Solace clients, or (ii) all files containing data and information provided by Client are partitioned from the information and data provided by other clients sufficient to protect the security and privacy of such information and data.

Software-as-a-Service Terms

26. Care Solace grants Client a non-exclusive, non-transferable, limited, revocable and royalty-free license to provide a hypertext reference link (hereinafter the "**Link**") to the initial, top-level display of the Branded Site solely for the purpose of linking any website owned or controlled by Client to the Branded Site.

27. **Use Restrictions.** Client covenants and agrees that its use of the Services will be in a manner consistent with this Agreement and with all applicable laws and regulations, including trade secret, copyright, trademark, and export control laws. Without limiting the generality of the foregoing, Client will not, directly or indirectly, do any of the following: reverse engineer, decompile, disassemble, or otherwise attempt to discover the source code, object code, or underlying structure, ideas, or algorithms of or included in the Services or any software, documentation or data related to the Services (hereinafter "**Software**"); modify, translate or create derivative works based on the Services or any Software; or copy (except for archival purposes), distribute, pledge, assign or otherwise transfer or encumber rights to the Services or any Software; use the Services or any Software for timesharing or service bureau purposes or otherwise for the benefit of a third party; or remove any proprietary notices or labels.

28. **Security.** Client and the Authorized Users shall be solely responsible for acquiring and maintaining technology and procedures for maintaining the security of their connections to the Internet. As part of the Services, Care Solace shall implement reasonable security procedures consistent with prevailing industry standards to protect information provided by Client and Authorized Users from unauthorized access. The Parties agree that Care Solace shall not, under any circumstances, be held responsible or liable for situations in which: (i) data or transmissions are accessed by third parties through illegal or illicit means, or (ii) the data or transmissions are

accessed through the exploitation of security gaps, weaknesses, or flaws unknown to Care Solace at the time, provided Care Solace complies with its obligations in this paragraph.

29. Unauthorized Access. Care Solace will promptly report to Client any unauthorized access to data or information provided by Client promptly upon discovery of such access by Care Solace, and Care Solace will use diligent efforts to promptly remedy any breach of security that permitted the unauthorized access to occur. In the event that Care Solace has an obligation imposed by law or statute to notify any individuals whose information was provided to Care Solace by Client, Client shall be solely responsible for any and all such notifications at its expense.

30. Ownership of Proprietary Rights. Ownership of any and all rights, whether registered or unregistered, in and with respect to patents, copyrights, confidential information, know-how, trade secrets, moral rights, contract or licensing rights, confidential and proprietary information protected under contract or otherwise under law, trade names, domain names, trade dress, logos, animated characters, trademarks, service marks, and other similar rights or interests in intellectual or industrial property (hereinafter "**Proprietary Rights**") embodied in the Branded Site, the Services, and the computer hardware, software and other tangible equipment and intangible computer code necessary to deploy and serve the Services (hereinafter the "**Technology**") shall remain exclusively vested in and be the sole and exclusive property of Care Solace and its licensors. In addition, Client hereby transfers and assigns to Care Solace any rights Client may have to any suggestions, ideas, enhancement requests, feedback, recommendations or other information provided by Client personnel relating to the Branded Site, the Services, or the Technology.

31. Mutual Exchange of Confidential Information. The Parties desire to establish terms governing the use and protection of certain confidential information one party (hereinafter "**Owner**") may disclose to the other party (hereinafter "**Recipient**"). For purposes of this Agreement, the term "Confidential Information" means (i) the terms and conditions of this Agreement, (ii) non-public aspects of the Branded Site and the operation thereof, the Technology, the Services, and Care Solace's business and technical information and data, and (iii) Client's information or other data processed, stored or transmitted by, in or through the Services (hereinafter "**Client Data**"). In addition, Confidential Information includes information which, although not related to the Services or this Agreement, is nevertheless disclosed hereunder and which is disclosed by an Owner or an affiliate to a Recipient in documentary or other tangible form bearing an appropriate label indicating that it is confidential or proprietary in nature, or which, if initially disclosed orally or visually is identified as confidential at the time of disclosure and a written summary hereof, also marked with such a label, is provided to Recipient within fifteen (15) days of the initial disclosure. Recipient may use Confidential Information of Owner only for the purposes of fulfilling the obligations contemplated in this Agreement and shall protect such Confidential Information from disclosure to others, using the same degree of care used to protect its own proprietary information of like importance, but in any case using no less than a reasonable degree of care. Recipient may disclose Confidential Information received hereunder only as reasonably required to perform its obligations under this Agreement and only to its employees who have a need to know for such purposes and who are bound by signed, written agreements to protect the received Confidential Information from unauthorized use and disclosure. The restrictions of this Agreement on use and disclosure of Confidential Information shall not apply to information that: (i) is in the possession or control of Recipient at the time of its disclosure hereunder; (ii) is,

or becomes publicly known, through no wrongful act of Recipient; (iii) is received by Recipient from a third party free to disclose it without obligation to Owner, (iv) is independently developed by a party as evidenced by its written and dated records and without any breach of this Agreement; or (v) is the subject of a written permission to disclose provided by Owner. The Recipient may disclose Confidential Information of Owner pursuant to the requirements of a governmental agency or by operation of law, provided that such Recipient gives Owner written notice thereof as soon as practicable and reasonably cooperates with Owner to contest such disclosure.

32. General Skills and Knowledge. Notwithstanding anything to the contrary in this Agreement, Client agrees that Care Solace is not prohibited from utilizing any skills or knowledge of a general nature acquired during the course of providing the Services, including information publicly known or available or that could reasonably be acquired in similar work performed for another client of Care Solace.

33. Publicity and Branding. Client agrees that Care Solace may (a) publicize Client's name, the fact of the Branded Site, and Client's use of the Services; and (b) brand the Branded Site with a "powered by Caresolace.com" or similar legend and/or copyright notice.

34. Options for Infringement Claims. If any Party is enjoined from using the Technology, or if Care Solace believes that the Technology may become the subject of a claim of intellectual property infringement, Care Solace, at its own option and expense, may: (i) procure the right for Client to continue to use the Services; (ii) replace or modify the Technology so as to make it non-infringing; or (iii) terminate this Agreement, in which case Care Solace shall provide a prorated refund to Client of any and all fees paid in advance for the Initial Term or any Renewal Term by Client for those Services not provided by Care Solace. This Paragraph and the preceding Paragraph set forth the entire liability of Care Solace to Client for any infringement by the Technology or Services of any intellectual property right of any third party.

Representations and Warranties

35. Client represents and warrants that: (a) any information it provides to Care Solace does not and will not infringe, misappropriate, or otherwise violate any intellectual property right or right of privacy or publicity of any third party; (b) Client has provided parents with the notice required by 34 CFR § 99.7(a)(3)(iii) regarding the criteria used to determine who constitutes a school official and what constitutes a legitimate educational interest; and (c) the performance of its obligations as set forth in this Agreement and the use of the Services by Client and its Authorized Users will not (i) violate any applicable laws or regulations, or (ii) cause a breach of any agreements with any third parties. In the event of any breach by Client of any of the foregoing representations and warranties set forth in this Paragraph 35, in addition to any other remedies available at law or in equity, Care Solace will have the right to suspend immediately any Services if deemed reasonably necessary by Care Solace to prevent any harm to Care Solace and its business. Care Solace will provide written notice of any breach of the foregoing representations and warranties to Client in accordance with Paragraph 52, *infra*, and a reasonable time period to cure, if practicable, depending on the nature of the breach.

36. Care Solace represents and warrants that it will comply with all state and federal healthcare referral and anti-kickback statutes, and that it does not have an ownership interest in

any of the Treatment Providers to whom it refers Authorized Users. In the event of any breach by Care Solace of the foregoing representations and warranties set forth in this Paragraph 36, Client will provide written notice of the breach to Care Solace in accordance with Paragraph 52, *infra*, and a reasonable time period to cure, if practicable, depending on the nature of the breach.

37. Except as expressly set forth herein, the Services are provided on an "as is" and "as available" basis, and without warranties of any kind either express or implied. Care Solace hereby disclaims all warranties, express or implied. Care Solace does not warrant that the services will be uninterrupted or error free or that defects will be corrected. Care Solace does not offer a warranty or make any representation regarding the results or the use of the Services in terms of their correctness, accuracy, reliability, risk of injury to Client's or any Authorized User's computer, network, market, or customer base or commercial advantage.

Insurance and Indemnification

38. **Insurance.** During the term of this Agreement, Care Solace shall obtain and maintain liability insurance with policy limits having minimum coverage of \$1,000,000 per occurrence, which can be met through an umbrella or standard policy or any combination thereof. The insurance shall be evidenced by a Certificate of Insurance reflecting the minimum coverage limits.

38.1. **Additional Insured.** Care Solace shall cause Client to be named as an "Additional Insured" under the liability insurance policy obtained and maintained as set forth in Paragraph 38, *supra*. Notwithstanding Client's coverage as an Additional Insured, in no event shall Care Solace or its insurer be held liable for Client's sole negligence or willful misconduct. **Under no circumstances is any Additional Insured entitled to any coverage beyond the contractual indemnification provisions in Paragraph 39, *infra*.**

39. **Defense and Indemnity.** Care Solace or its insurer shall defend and indemnify Client and its officers, agents, employees and volunteers (collectively "Client Parties") against any and all claims, demands, liability, judgments, awards, losses, damages, expenses or costs of any kind or character (hereinafter collectively referred to as "Claims"), to the extent arising out of any act, error, omission, negligence, or willful misconduct of Care Solace or its officers, employees, agents, contractors, licensees, or servants connected to the Services covered by this Agreement. Care Solace or its insurer shall have no obligation, however, to defend or indemnify Client Parties from a Claim if it is determined that such Claim was caused by the sole negligence or willful misconduct of Client Parties.

40. A Client seeking defense and/or indemnification hereunder shall promptly notify Care Solace in writing of the Claim in accordance with Paragraph 52, *infra*, and shall cooperate with Care Solace or its insurer at Care Solace's or its insurer's sole cost and expense. Care Solace or its insurer shall control the defense and investigation of the Claim and shall employ counsel of its choice to handle and defend the same, at Care Solace's or its insurer's sole cost and expense. The obligations and responsibilities set forth in this Paragraph 40 shall apply only in the event that Care Solace or its insurer agree to provide a defense and/or indemnification.

Dispute Resolution

41. Any and all disputes, controversies, or Claims arising out of or relating to this Agreement or a breach thereof, including without limitation Claims based on contract, tort, or statute (hereinafter a “**Dispute**”), shall be determined by binding arbitration as set forth in this section, consisting of Paragraphs 42-49, *infra* (hereinafter the “**Arbitration Agreement**”).

42. An aggrieved party shall notify the other party of a Dispute within fifteen (15) days of being made aware of the Dispute; however, no Party may provide notification of a Dispute prior to the termination of the thirty-day cure period described in Paragraph 14, *supra*. Notice shall be provided in accordance with the requirements of Paragraph 52, *infra*. The date that notice is received by the opposing party shall hereinafter be referred to as the “**Notification Date**.”

43. If the Parties are unable to informally resolve the Dispute within thirty (30) days of the Notification Date, the Parties agree to engage in mediation in good faith. The requirement to engage in mediation is a condition precedent to the initiation of arbitration pursuant to this Arbitration Agreement. Mediation must occur within 120 days of the Notification Date. The 120-day deadline may be waived by mutual agreement of the Parties. Mediation shall be conducted according to the following terms:

43.1. Mediation shall be conducted by a single mediator from JAMS, or another mediation service agreed to by the Parties (hereinafter “**Mediation Service**”).

43.2. The parties will cooperate with the Mediation Service and one another in selecting a mediator from the Mediation Service’s panel of neutrals and in scheduling mediation proceedings. The mediator must have experience as a state or federal court judge, unless the parties mutually agree that a mediator without such experience is appropriate in a given instance. In the event that the parties are unable to agree upon the selection of a mediator, the parties shall request that the Mediation Service assign a mediator with the qualifications specified herein from its panel of neutrals.

43.3. The Parties agree that they will participate in the mediation in good faith and that they will share equally in the costs of mediation.

44. If the Parties are unable to resolve the Dispute through mediation, the Parties shall submit the Dispute to binding arbitration pursuant to the Federal Arbitration Act, 9 U.S.C. § 1, *et seq.* (hereinafter the “**FAA**”). Notwithstanding any other provisions of this Agreement regarding applicable law, the Parties agree that the substantive and procedural provisions of the FAA will apply to this Arbitration Agreement, to the exclusion of any state-specific substantive and procedural law regarding arbitration.

45. Arbitration shall be initiated by the aggrieved party within thirty (30) days of the conclusion of mediation. In no event shall arbitration be demanded after the date the claim would be barred by the applicable statute of limitations. Arbitration shall be conducted in accordance with the following terms:

45.1. Arbitration shall be conducted by a single neutral arbitrator from the National Roster of Arbitrators and administered according to the American Arbitration

Association's ("AAA's") Commercial Arbitration Rules and Mediation Procedures then in effect, except as modified by this Agreement. A copy of the AAA's current Commercial Arbitration Rules and Mediation Procedures is attached hereto as Exhibit A.

45.2. The arbitrator will be selected by mutual agreement of the Parties. If the Parties are unable to agree on an arbitrator, the method of appointment set forth in R-12 of the AAA's Commercial Arbitration Rules and Mediation Procedures shall be followed.

45.3. Any fee for initiating arbitration must be paid by the party initiating arbitration. The other up-front costs of the arbitration shall be borne equally by the parties and will be subject to reallocation by the arbitrator in the award as provided for in this Arbitration Agreement.

45.4. The arbitration award shall be signed by the arbitrator and shall be in the form of a written, reasoned opinion setting forth the arbitrator's findings of fact and conclusions of law. The award shall be binding on the parties.

45.5. In rendering the award, the arbitrator will determine the rights and obligations of the parties in accordance with the substantive law of the State of California.

45.6. The arbitrator's ability to award monetary damages shall be limited in accordance with Paragraphs 46-49, *infra*.

45.7. Judgment on the award rendered by the arbitrator may be entered in any court having jurisdiction, in accordance with FAA Rule 9 (9 U.S.C. § 9).

45.8. It is the intent of the Parties that arbitration proceedings arising under this agreement be consolidated with arbitration proceedings arising under other agreements relating to the same transaction or series of transactions involved in this agreement and involving common issues of law or fact.

45.9. If a party fails or refuses to appear or participate in the arbitration, or in any portion of the arbitration, after having been given notice and opportunity to participate as provided for in this Arbitration Agreement, the arbitration will proceed, and the arbitrator may render a final award on the basis of the evidence presented by the participating party. An award rendered under such circumstances is valid and enforceable as if all parties had participated fully.

45.10. The arbitrator shall award the prevailing party the costs of mediation and arbitration.

45.11. This Arbitration Agreement is intended to be binding on and to inure to the benefit of the Parties, their principals, successors, assigns, affiliates, partners, employees, parent or subsidiary entities, and to any other parties whose claims or defenses may arise out of or relate to this agreement, including third party beneficiaries. In the event of a dispute over whether particular persons or entities are subject to the jurisdiction of the arbitrator in an arbitration under this agreement, the arbitrator shall determine whether or

not the arbitrator has jurisdiction over these persons or entities. The arbitrator's decision as to the arbitrator's jurisdiction is final and binding.

44.12 This Binding Arbitration will not be subject to appeal.

Limitation on Damages

46. As a result of any Dispute, no Party shall be liable to the other Party or to any third-party beneficiary for any indirect, special, incidental, or consequential damages under any theory, even if the Party allegedly causing such damages has been advised of the possibility of such damages. The Parties waive any right to recover such damages.

47. As a result of any Dispute, in no event shall any Party be liable to the other Party or to any third-party beneficiary for punitive or exemplary damages, unless specifically provided by statute. The Parties waive any right to recover such damages unless specifically provided by statute.

48. In the event that Care Solace is found liable to Client or any third-party beneficiary as the result of a Dispute, or in the event that Client is found liable to any third party, liability shall not exceed the total general liability insurance amount in Care Solace's certificate of insurance pursuant to this Agreement. In no event shall Care Solace be held liable for the sole negligence of any other party, including Client.

49. The prevailing party in any Dispute will be entitled to recover, in addition to costs and any other damages or award, all reasonable attorneys' fees associated with the action.

Miscellaneous Terms

50. **Performance.** The Parties agree to do everything necessary to ensure that the terms of this Agreement take effect and each Party will use its best efforts to ensure that Authorized Users are made aware of the Services and their ability to access the Branded Site.

51. **Governing Law.** This Agreement shall be governed by and construed in accordance with the laws of California without giving effect to any choice or conflict of law provision or rule (whether of California or any other jurisdiction) that would cause the application of Laws of any jurisdiction other than those of the California. The sole exception to this Paragraph is that the Arbitration Agreement set forth in Paragraphs 42-49, *supra*, shall be governed by the procedural and substantive provisions of the FAA.

52. **Notices.** All notices, requests, demands or other communications required by this Agreement between Care Solace and Client shall be in writing and shall be deemed given and served upon delivery, if delivered personally or by email, or three (3) days after mailing by U.S. mail as follows:

If to Client: California Association of Health and Education Linked Professions
17800 Highway 18
Apple Valley, CA 92307
Attention: Jenae Holtz– CEO

Agreement, Paragraphs 42-49, *supra*, without first providing notice and an opportunity to cure as set forth in Paragraphs 14 and 41, *supra*. Any written notice under this Paragraph 56 must comply with the written notice requirements of Paragraph 52, *supra*.

57. Modification of Agreement. Any amendment or modification of this Agreement will only be binding if evidenced in writing and signed by each Party or an authorized representative of each Party with authority to bind the Party. Any amendment or modification must comply with the notice requirements of Paragraph 52, *supra*.

58. Assignment. Care Solace will not assign or otherwise transfer its obligations under this Agreement without the written consent of Client.

59. Entire Agreement. This Agreement contains the entire agreement with respect to the subject matter hereof and supersedes all prior negotiations, understandings, or agreements, written or oral. It is agreed that there is no representation, warranty, collateral agreement or condition affecting this Agreement except as expressly provided in this Agreement.

60. Titles/Headings. Titles and Headings are utilized in this Agreement for the convenience of the Parties only and are not to be considered when interpreting this Agreement.

61. Severability. In the event that any of the provisions of this Agreement are held to be invalid or unenforceable in whole or in part, all other provisions will nevertheless continue to be valid and enforceable with the invalid or unenforceable parts severed from the remainder of this Agreement.

62. Counterparts. This Agreement may be executed in counterparts which, taken together, shall constitute one original document.

63. Authority to Execute Agreement. Each individual signing this Agreement warrants and represents that he or she has been authorized to enter into this Agreement on behalf of the Party.

-- SIGNATURE PAGE TO FOLLOW --

IN WITNESS WHEREOF the Parties hereto have executed this Agreement as of the date first set forth above.

Addiction Treatment Technologies, LLC
("Provider") DBA: Care Solace

Printed Full Name: Chad A. Castruita, CEO

Signature: 

California Association of Health and Education Linked Professions ("Client")

Printed Full Name: Jenae Holtz

Title: CEO

Signature: 

Desert Mountain SELPA
 Minimum Funding Requirement
 2022-23 Annual vs 2023-24 P-1
 Certified 2/20/24

| | A | B | C | D | E | F | |
|-----|---|--|-------------------------------------|------------------------------------|--|---|------------|
| LEA | 2022-23 Annual Certified Funded ADA | 2023-24 P-1 Certified Funded ADA | +/- ADA (Column B - Column A) | Percent Change in ADA by LEA | 2022-23 Annual Certified AB602 Base Grant Funding | 8.22% 2022-23 Annual Certified + COLA Column E x 8.22% | |
| 1 | County Operated Programs | 111.23 | 125.92 | 14.69 | 13.206869% | 89,674 | 97,045 |
| 2 | Academy for Academic Excellence | 1,393.60 | 1,417.13 | 23.53 | 1.688433% | 1,123,521 | 1,215,874 |
| 3 | Norton Science and Language Academy | 1,042.83 | 1,116.98 | 74.15 | 7.110459% | 840,730 | 909,838 |
| 4 | Adelanto Elementary | 7,753.93 | 7,087.67 | (666.26) | -8.592546% | 6,251,222 | 6,765,072 |
| 5 | Apple Valley Unified | 12,609.72 | 12,708.61 | 98.89 | 0.784236% | 10,165,962 | 11,001,604 |
| 6 | Baker Valley Unified | 122.35 | 124.39 | 2.04 | 1.667348% | 98,639 | 106,747 |
| 7 | Barstow Unified | 6,047.80 | 5,752.35 | (295.45) | -4.885248% | 4,875,739 | 5,276,525 |
| 8 | Bear Valley Unified | 2,230.65 | 1,981.59 | (249.06) | -11.165355% | 1,798,351 | 1,946,175 |
| 9 | Excelsior Charter School | 2,256.22 | 2,256.22 | - | 0.000000% | 1,818,966 | 1,968,484 |
| 10 | Excelsior Charter School Corona-Norco | 132.15 | 132.15 | - | 0.000000% | 106,539 | 115,297 |
| 11 | Health Sciences High and Middle College | 578.00 | 537.91 | (40.09) | -6.935986% | 465,984 | 504,288 |
| 12 | Helendale Elementary | 1,088.87 | 1,076.42 | (12.45) | -1.143387% | 877,847 | 950,007 |
| 13 | Hesperia Unified | 21,024.97 | 21,601.16 | 576.19 | 2.740503% | 16,950,340 | 18,343,658 |
| 14 | Lucerne Valley Unified | 945.40 | 1,030.68 | 85.28 | 9.020520% | 762,182 | 824,833 |
| 15 | Needles Unified | 999.35 | 925.32 | (74.03) | -7.407815% | 805,676 | 871,903 |
| 16 | Oro Grande Elementary | 5,439.84 | 5,533.85 | 94.01 | 1.728176% | 4,385,601 | 4,746,098 |
| 17 | Silver Valley Unified | 2,040.97 | 1,904.63 | (136.34) | -6.680157% | 1,645,431 | 1,780,685 |
| 18 | Snowline Joint Unified | 7,336.61 | 7,454.89 | 118.28 | 1.612189% | 5,914,778 | 6,400,973 |
| 19 | Trona Joint Unified | 267.57 | 232.14 | (35.43) | -13.241395% | 215,715 | 233,447 |
| 20 | Victor Elementary | 12,371.58 | 11,696.99 | (674.59) | -5.452739% | 9,973,973 | 10,793,834 |
| 21 | Victor Valley Union High | 11,344.99 | 11,748.26 | 403.27 | 3.554609% | 9,146,336 | 9,898,164 |
| 22 | Total | 97,138.63 | 96,445.26 | (693.37) | | 78,313,204 | 84,750,550 |

Total Apportionment
 Less PS/RS (4% Base + Property Tax)
 Less Low Incidence
 Less OOH
 Total
 Rate Per ADA
 Rate Check From Revenue Distribution
 Difference (Must = 0)

89,875,260
 (3,186,147)
 (2,402,820)
 (5,973,089)

 78,313,204
 806.20
 806.20
 0.00

Desert Mountain SELPA
 Minimum Funding Requirement
 2022-23 Annual vs 2023-24 P-1
 Certified 2/20/24

| | G | H | I | |
|-----|--|---|--|---------------|
| LEA | 2023-24 P-1 Certified AB602 Base Grant Funding | 2023-24 Funding Requirement w/ADA Factor Applied Column D * Column F | +/- AB602 Base Grant Funding in Excess of Requirement | |
| 1 | County Operated Programs | 109,880 | 109,861 | 19 |
| 2 | Academy for Academic Excellence | 1,236,613 | 1,236,404 | 209 |
| 3 | Norton Science and Language Academy | 974,697 | 974,532 | 165 |
| 4 | Adelanto Elementary | 6,184,828 | 6,183,780 | 1,048 |
| 5 | Apple Valley Unified | 11,089,761 | 11,087,882 | 1,879 |
| 6 | Baker Valley Unified | 108,545 | 108,527 | 18 |
| 7 | Barstow Unified | 5,019,604 | 5,018,753 | 850 |
| 8 | Bear Valley Unified | 1,729,171 | 1,728,878 | 293 |
| 9 | Excelsior Charter School | 1,968,818 | 1,968,484 | 334 |
| 10 | Excelsior Charter School Corona-Norco | 115,316 | 115,297 | 20 |
| 11 | Health Sciences High and Middle College | 469,390 | 469,310 | 80 |
| 12 | Helendale Elementary | 939,303 | 939,144 | 159 |
| 13 | Hesperia Unified | 18,849,559 | 18,846,366 | 3,193 |
| 14 | Lucerne Valley Unified | 899,390 | 899,237 | 152 |
| 15 | Needles Unified | 807,451 | 807,314 | 137 |
| 16 | Oro Grande Elementary | 4,828,937 | 4,828,119 | 818 |
| 17 | Silver Valley Unified | 1,662,014 | 1,661,733 | 282 |
| 18 | Snowline Joint Unified | 6,505,271 | 6,504,169 | 1,102 |
| 19 | Trona Joint Unified | 202,570 | 202,535 | 34 |
| 20 | Victor Elementary | 10,207,003 | 10,205,274 | 1,729 |
| 21 | Victor Valley Union High | 10,251,742 | 10,250,006 | 1,737 |
| 22 | Total | 84,159,862 | 84,145,605 | 14,257 |

| | |
|--------------------------------------|-------------------|
| Total Apportionment | 95,973,646 |
| Less PS/RS (4% Base + Property Tax) | (3,423,436) |
| Less Low Incidence | (2,481,367) |
| Less OOH | (5,908,981) |
| Total | 84,159,862 |
| Rate Per ADA | 872.62 |
| Rate Check From Revenue Distribution | 872.62 |
| Difference (Must = 0) | (0.00) |

Desert Mountain Charter SELPA
 Minimum Funding Requirement
 2022-23 Annual vs 2023-24 P-1
 Certified 2/20/24

| | A | B | C | D | E | F |
|--|---|--|-------------------------------------|------------------------------------|--|---|
| LEA | 2022-23 Annual Certified Funded ADA | 2023-24 P-1 Certified Funded ADA | +/- ADA (Column B - Column A) | Percent Change in ADA by LEA | 2022-23 Annual Certified AB602 Base Grant Funding | 8.22% 2022-23 Annual Certified + COLA Column E x 8.22% |
| 1 Allegiance STEAM Academy Chino | 898.44 | 906.78 | 8.34 | 0.928276% | 750,695 | 812,402 |
| 2 Allegiance STEAM Academy Fontana Member effective 2023-24 | - | 189.29 | 189.29 | 0.000000% | - | - |
| 3 ASA Charter | 247.24 | 290.36 | 43.12 | 17.440544% | 206,582 | 223,563 |
| 4 Aveson Global Leadership Academy | 367.88 | 235.43 | (132.45) | -36.003588% | 307,383 | 332,650 |
| 5 Aveson School of Leaders | 413.31 | 332.27 | (81.04) | -19.607558% | 345,343 | 373,730 |
| 6 Ballington Academy | 259.41 | 238.18 | (21.23) | -8.183956% | 216,751 | 234,568 |
| 7 Desert Trails Preparatory Academy | 518.28 | 485.54 | (32.74) | -6.317049% | 433,051 | 468,647 |
| 8 Elite Academic Academy Lucerne | 828.69 | 1,194.77 | 366.08 | 44.175747% | 692,415 | 749,331 |
| 9 Encore High School | 899.27 | 603.35 | (295.92) | -32.906691% | 751,388 | 813,152 |
| 10 Julia Lee Performing Arts Academy | 399.36 | 413.84 | 14.48 | 3.625801% | 333,687 | 361,116 |
| 11 Laverne Elementary Preparatory Academy | 507.28 | 527.91 | 20.63 | 4.066788% | 423,860 | 458,701 |
| 12 Leonardo da Vinci Health Sciences Charter | 236.68 | 243.70 | 7.02 | 2.966030% | 197,759 | 214,015 |
| 13 Odyssey Charter School | 463.54 | 438.54 | (25.00) | -5.393278% | 387,312 | 419,150 |
| 14 Odyssey Charter School South | 308.60 | 348.71 | 40.11 | 12.997408% | 257,852 | 279,047 |
| 15 Pasadena Rosebud Academy | 182.70 | 149.70 | (33.00) | -18.062397% | 152,656 | 165,204 |
| 16 Pathways to College | 342.80 | 358.07 | 15.27 | 4.454492% | 286,428 | 309,972 |
| 17 Southern California Flex Academy | 586.93 | 586.93 | - | 0.000000% | 490,411 | 530,723 |
| 18 Taylion High Desert Academy | 479.43 | 628.76 | 149.33 | 31.147404% | 400,589 | 433,518 |
| 19 Total | 7,939.84 | 8,172.13 | 232.29 | | 6,634,161 | 7,179,489 |

| | |
|--------------------------------------|-----------|
| Total Apportionment | 6,885,907 |
| Less PS/RS | - |
| Less Low Incidence | (81,798) |
| Less OOH | (169,948) |
| Total | 6,634,161 |
| Rate Per ADA | 835.55 |
| Rate Check From Revenue Distribution | 835.55 |
| Difference (Must = 0) | 0.00 |

Desert Mountain Charter SELPA
 Minimum Funding Requirement
 2022-23 Annual vs 2023-24 P-1
 Certified 2/20/24

| | G | H | I |
|--|--|---|--|
| LEA | 2023-24 P-1 Certified AB602 Base Grant Funding | 2023-24 Funding Requirement w/ADA Factor Applied Column D * Column F | +/- AB602 Base Grant Funding in Excess of Requirement |
| 1 Allegiance STEAM Academy Chino | 819,509 | 819,943 | (434) |
| 2 Allegiance STEAM Academy Fontana Member effective 2023-24 | 171,072 | 171,072 | - |
| 3 ASA Charter | 262,415 | 262,554 | (139) |
| 4 Aveson Global Leadership Academy | 212,772 | 212,884 | (113) |
| 5 Aveson School of Leaders | 300,292 | 300,450 | (159) |
| 6 Ballington Academy | 215,257 | 215,371 | (114) |
| 7 Desert Trails Preparatory Academy | 438,810 | 439,043 | (232) |
| 8 Elite Academic Academy Lucerne | 1,079,782 | 1,080,354 | (572) |
| 9 Encore High School | 545,282 | 545,571 | (289) |
| 10 Julia Lee Performing Arts Academy | 374,011 | 374,209 | (198) |
| 11 Laverne Elementary Preparatory Academy | 477,103 | 477,355 | (253) |
| 12 Leonardo da Vinci Health Sciences Charter | 220,246 | 220,362 | (117) |
| 13 Odyssey Charter School | 396,334 | 396,544 | (210) |
| 14 Odyssey Charter School South | 315,149 | 315,316 | (167) |
| 15 Pasadena Rosebud Academy | 135,293 | 135,364 | (72) |
| 16 Pathways to College | 323,608 | 323,780 | (171) |
| 17 Southern California Flex Academy | 530,442 | 530,723 | (281) |
| 18 Taylion High Desert Academy | 568,247 | 568,547 | (301) |
| 19 Total | 7,385,624 | 7,389,443 | (3,819) |

| | |
|--------------------------------------|-----------|
| Total Apportionment | 7,652,273 |
| Less PS/RS | - |
| Less Low Incidence | (98,525) |
| Less OOH | (168,124) |
| Total | 7,385,624 |
| Rate Per ADA | 903.76 |
| Rate Check From Revenue Distribution | 903.76 |
| Difference (Must = 0) | (0.00) |

9.5 Local Plan and California Education Code

There is nothing in Ed Code that states that LEA School Boards don't have to approve the SELPA Local Plan, but exactly the opposite is true. There is nothing in Ed Code that states that the local LEA School Boards must approve the Local Plan. Ed Code only states that the SELPA Governing Board and the COE in which the SELPA is located must approve the plan. CDE is attempting to make sure that only items and processes included in the SELPA Local Plan are required by Ed Code. The approval by the LEA School Boards is something that is not found in Ed Code.

John Burch

Education Administrator I, Focused Monitoring and Technical Assistance Unit V
Special Education Division, California Department of Education

9.6 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

9.7 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

9.8 SEIS Transitional Update

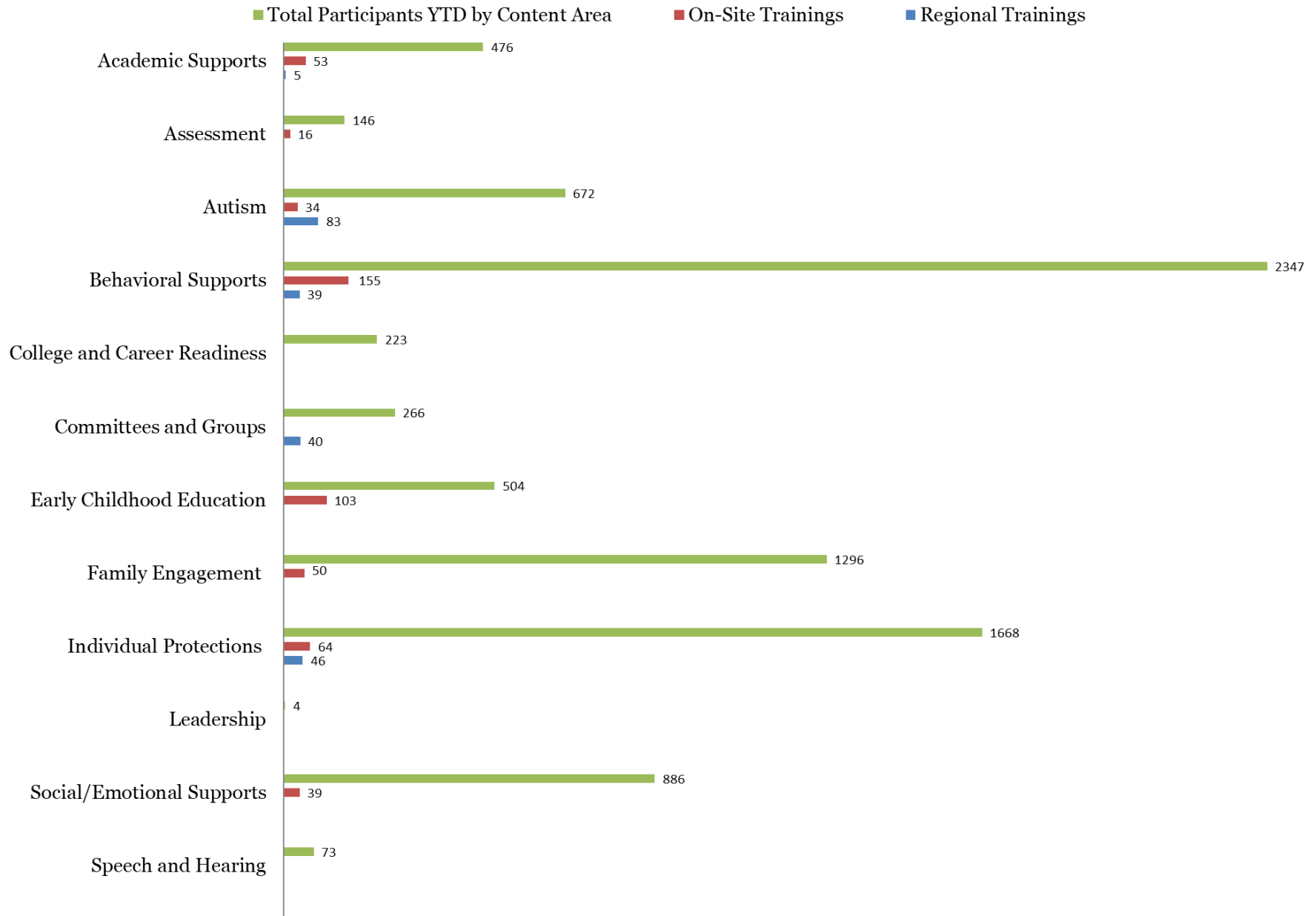
- Web IEP Data is being downloaded to each LEA
- Follow up with each LEA on IEPs, ensuring submission in SEIS, and checking CALPADS records

9.9 CALPADS Support

- Colette Garland meeting with Special Education Directors, MIS Analysts and CALPADS staff to assist with any errors that may arise.

DMSELPA PROFESSIONAL LEARNING PARTICIPATION SUMMARY

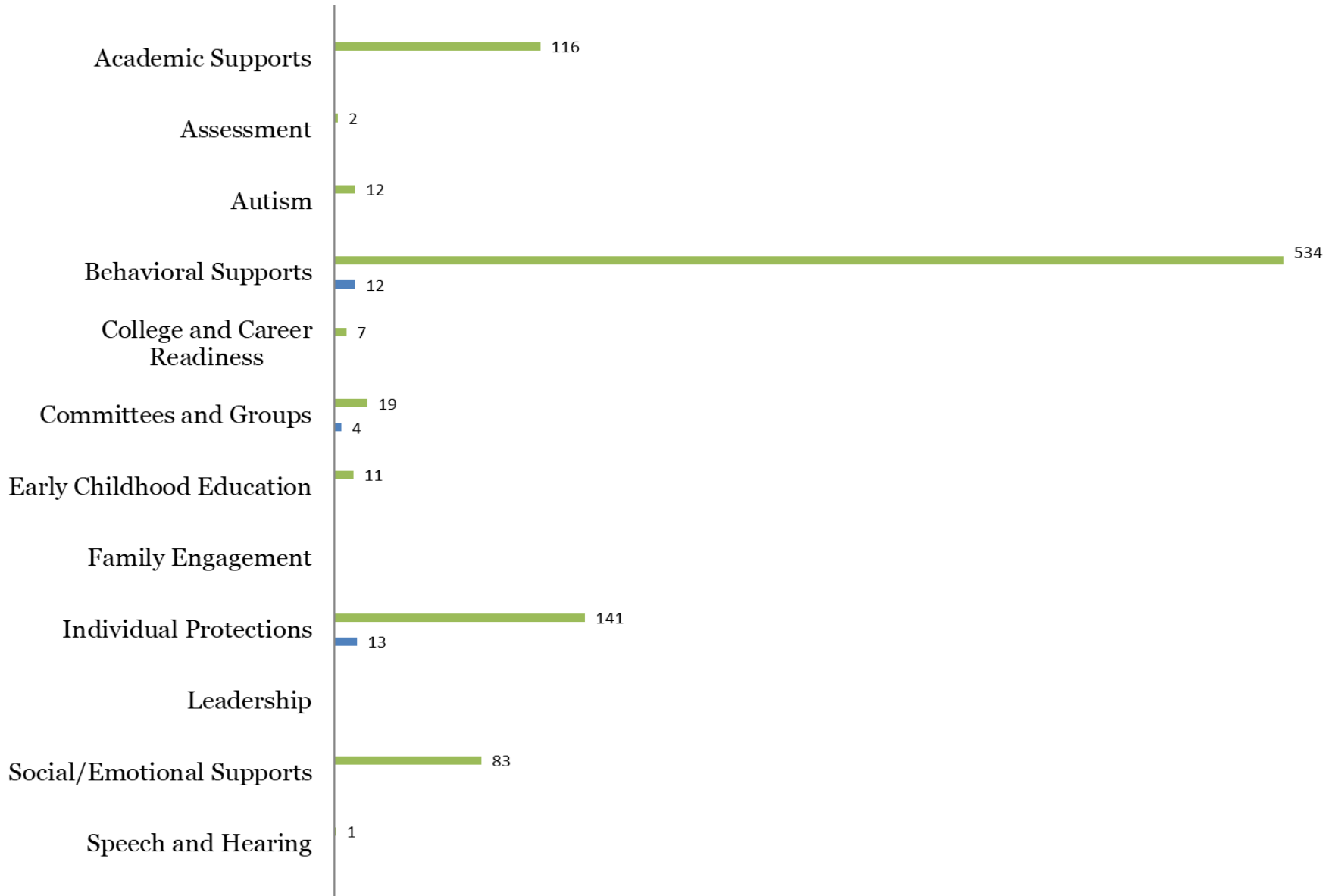
APRIL 2024 PARTICIPANTS - 730
8,561 YEAR-TO-DATE PARTICIPANTS



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 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 | | |
| Adelanto SD | 3.5 | 3 | 3.5 | 4 | 6 | 4.5 | 24.5 | 0 | 1 | 2.5 | 0 | 1 | 0 | 0 | 0 | |
| Apple Valley USD | 3.5 | 10 | 5 | 5 | 6 | 3 | 32.5 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | |
| Baker USD | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | |
| Barstow USD | 2 | 0 | 1 | 1 | 1 | 2 | 7 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | |
| Bear Valley USD | 0 | 0 | 1 | 1 | 1 | 2 | 5 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | |
| Helendale SD | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | |
| Hesperia USD | 7 | 17.5 | 7 | 12 | 3 | 4.5 | 51 | 1 | 1 | 2.5 | 0 | 0 | 0 | 0 | 0 | |
| Lucerne Valley USD | 1.5 | 0 | 0 | 0 | 0 | 0 | 1.5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Needles USD | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Oro Grande SD | 0 | 2 | 0 | 1 | 2 | 3.5 | 8.5 | 0 | 1.5 | 1 | 0 | 1 | 0 | 0 | 0 | |
| Silver Valley USD | 0 | 0 | 0 | 0 | 1 | 1 | 2 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | |
| Snowline USD | 8.5 | 7 | 2 | 3 | 1 | 6 | 27.5 | 0 | 0 | 2 | 0 | 1 | 1 | 1 | 1 | |
| Trona USD | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Victor Elementary SD | 0 | 7 | 1 | 6 | 10 | 11.5 | 35.5 | 1 | 2 | 3.5 | 0 | 4 | 1 | 1 | 3 | |
| Victor Valley Union High SD | 8.5 | 6.5 | 10 | 6 | 2 | 4 | 37 | 0 | 0 | 3 | 0 | 1 | 0 | 0 | 0 | |
| | | | | | | | | | | | | | | | | |
| Desert/Mountain OPS | 3 | 2 | 1 | 0 | 0 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Excelsior Education Center | 0.5 | 2 | 1 | 1 | 1 | 1 | 6.5 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Health Sciences HS & MS | 0 | 1 | 1 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Lewis Center - AAE | 1 | 1 | 1 | 0 | 1 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Lewis Center - Norton | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | | | | | | | | | | | | | | | | |
| SELPA-WIDE TOTALS | 39 | 59 | 34.5 | 40 | 35 | 46 | 253.50 | 4 | 8.5 | 18.5 | 0 | 11 | 2 | 2 | 4 | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |

Districts showing a value of .50 above indicates that the district is a co-respondent with another district.
 *Number accounts for High Tech High but has exited from CAHELP. Actual count for 2019-20 is 67.

Desert Mountain SELPA
Due Process Activity Summary
July 1, 2023 - April 30, 2024

| LEA Case Number | Issue(s) | Date Filed | Resolution Scheduled | Mediation Scheduled | Due Process Hearing | Status | IEE | Comp Ed |
|--|--|------------|----------------------------------|---------------------|---------------------|---|---------------|--|
| 1. SVUSD Case no. 2023070703 | Denial of FAPE 1. Failure to implement the IEP 2. Inappropriate offer of FAPE 3. Lack of ed benefit 4. Failure to facilitate parent participation and appropriate IEP team members. | 7/2/2023 | 8/2/2023 | 9/28/2023 | 9/6-7/2023 | 8/2/23 - Concerns with location of provision of services. Reviewing IEE at upcoming IEP. 9/26/23 - Settlement Post Resolution CLOSED - Resolution | SPL (\$3,000) | Tutoring 135 hrs. OT 10 hrs. SPL 15 hrs. Counseling 10 hrs. |
| 2. AVUSD Case no. 2023080387 | Denial of FAPE 1. Failure to implement the IEP 2. Failure to provide comparable services upon transfer. 3. Lack of Ed Benefit 4. Failure to provide timely assessments 5. Failure to timely respond to the parent request for IEE | 8/8/2023 | 8/17/2023 9/5/2023 | | 9/26-28/2023 | 9/5/23 - Parents seeking push-in at AVHS. 9/12/23 - District will assess for FBA and ERMHS. Placement at AVHS. CLOSED - Resolution | Psycho Ed | SAI 40 hrs. SPL 10 hrs. ERMHS 10 hrs. |
| 3. VVUHSD Case no. 2023080453 | Denial of FAPE by failing to provide: 1. Appropriate placement 2. Progress on goals 3. Appropriate ITP 4. Academic supports and services Violated parent rights by: 1. Predetermining students needs 2. Failure to provide full copy of records | 8/17/2023 | 8/25/2023 | | 10/3-5/2023 | 8/25/23 - 38 weeks enrolled in VVUHSD. Super senior behind in credits. Missing information from transfer of records. Will go to mediation. 9/29/23 - District will conduct Psycho Ed, ERMHS, TP, SPL, OT and academic assessments. CLOSED - Resolution | | Reading SAI 80 hrs. Transition 38 hrs. |

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2023 - April 30, 2024

| LEA Case Number | Issue(s) | Date Filed | Resolution Scheduled | Mediation Scheduled | Due Process Hearing | Status | IEE | Comp Ed |
|--|--|------------|----------------------------------|---------------------|---|--|-----|--|
| 4. SJUSD Case no. 2023080600 | Denial of FAPE Lack of Ed Benefit 1. Reading goals 2. Math goals 3. Writing goals Failure to provide research based remediation 1. Reading 2. Writing 3. Math Failure to assess 1. FBA 2. ERMHS Failure to provide 1:1 Employing negative behavior reinforcement practices. | 8/18/2023 | 8/31/2023 9/7/2023 | 10/17/2023 | 10/10-12/2023 | 9/7/23 - Parent demand of 1:1 aide despite TISA results. Unreasonably high comp ed demand. 10/23/23 - Amend the IEP and provide parent assessment plan; include ERHMS and FBA. 10/25/23 - Parent to consent to assessments for FBA, ERMHS, Feifer Reading Assessment to consider Autism/SLD. IEP to follow completion of assessments. IEP Amended: SAI, counseling, parent consult, 1:1 CLOSED - Mediation | | Academic tutoring \$9,000 |
| 5. VVUHSD Case no. 2023080895 | Denial of FAPE 1. Failure to timely provide comprehensive assessments 2. Lack of Ed Benefit Denial of meaningful parent participation 1. Predetermination 2. Failure to provide complete records | 8/23/2023 | 9/6/2023 | 10/13/2023 | 10/10-12/2023 11/28-30/2023 | 9/6/23 - Agree to ERMHS assessment and Foster Youth Grad credits. Disagree with comp ed demand. 10/16/23 - Credit recovery plan; multiple district assessments CLOSED - Mediation | | Comped 80 hrs. Counseling 20 hrs. SPL 20 hrs. Transition supports 30 hrs. |

Desert Mountain SELPA
Due Process Activity Summary
July 1, 2023 - April 30, 2024

| LEA Case Number | Issue(s) | Date Filed | Resolution Scheduled | Mediation Scheduled | Due Process Hearing | Status | IEE | Comp Ed |
|---|--|------------|----------------------|---------------------|--|--|-----|---|
| 6. Bear Valley Case no. 2023081001 | Denial of FAPE 1. Academics 2. SPL 3. Soc. Emotional 4. Behavior Failure to assess 1. OT 2. SPL 3. FBA Impeded parent participation 4. Lack of full team | 8/30/2023 | 9/13/2023 | 11/8/2023 | 10/10-12/2023 12/5-7/2023 | 9/13/23 - Parent attorney delaying settlement until recent IEP copy received. 10/3/23 - Partial settlement demand received. Waiting for the IEP and new FAPE offer. 11/6/23 - Withdrawn by parent attorney CLOSED - Withdrawn | | |
| 7. VESD Case no. 202309041 | VESD filed on the parent. 1. Does the IEP constitute FAPE? 2. May district implement IEP of 3/9/2023 | 9/5/2023 | N/A | N/A | 9/26-28/2023 10/10-12/2023 | 9/18/23 - Request for continuance by parent granted. Despite our disagreement OAH honored request. 9/29/23 - OAH rescheduled for VE fall break. VE withdrew case with intent to refile. CLOSED - Withdrawn | | |
| 8. AESD Case no. 2023090114 | 1. Violation of Child Find since 9/22/22. 2. Denial of services 3. Denial of FAPE 21-22, 22-23, 23-24. | 9/5/2023 | 10/3/2023 | 12/11/2023 | 10/24-26/2023 1/17-18/2024 | 10/3/23 - Parent seeking unreasonable services including equine therapy. Seeking NPS for Autism. 10/23/23 - Attorney correspondence over unrealistic asks when placement is of most concern. 11/2/23 - Seeking to resolve placement so students gets to school. 12/11/23 - IEP Amendment: Placement change and increased SPL New assessments: SCIA, OT. CLOSED - Mediation | | Tutoring 40 hrs. SPL 15 hrs. |

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2023 - April 30, 2024

| LEA Case Number | Issue(s) | Date Filed | Resolution Scheduled | Mediation Scheduled | Due Process Hearing | Status | IEE | Comp Ed |
|---|---|------------|----------------------|---------------------|---|--|-----|---------|
| 9. HUSD Case no. 2023090600 | Denial of FAPE 1. Failure to find child eligible under SLD or OHI | 9/22/2023 | 10/5/2023 | | 11/7-9/2023 | 10/5/23 - Student no longer enrolled in HUSD. 10/5/23 - Parent no-show to resolution. 10/9/23 - Case withdrawn CLOSED - Withdrawn | | |
| 10. VESD Case no. 2023100085 | Did the IEP of 3/9/23 constitute FAPE and LRE? District filed to implement. | 10/2/2023 | N/A | | 10/24-26/2023 | 10/24-26/23 - Hearing held. Awaiting judges decision 12/8/23 - Judges decision - LEA prevailed on placement. CLOSED - Hearing | | |
| 11. Helendale SD Case no. 2023100129 | Denial of FAPE 1. Appropriate placement 2. Increase OT 3. Appropriate goals 4. Appropriate aides and supports 5. Provide ESY 6. Collaborate with in home ABA 7. OT sensory integration | 10/3/2023 | 10/18/2023 | 11/16/2023 | 11/21-22/2023 1/7-18/2024 | 10/18/23 - Attorney and advocates were present. Attorney deferring to advocates. Could not define "appropriate" or articulate what they are wanting. Suggested mediation - opposition pushed against it. 11/3/23 - Continuance granted. 11/16/23 - Mediation - agreed to parent drafted goals; to hold an IEP 12/9; continue gen ed placement; awaiting IEEs. 12/20/23 - IEP Amendment: new goals of parent discretion. Placement remains through completion and review of IEEs. CLOSED - Mediation | | |

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2023 - April 30, 2024

| LEA Case Number | Issue(s) | Date Filed | Resolution Scheduled | Mediation Scheduled | Due Process Hearing | Status | IEE | Comp Ed |
|---------------------------------------|---|------------|------------------------------------|------------------------|---------------------|--|-----|--|
| 12. VVUHSD Case no. 2023100 | Denial of FAPE 1. Failure to complete comprehensive psycho-ed assessment 5/8/23 2. Failure to conduct triennial ERMHS, FBA, SPL 3. Inadequate placement | 10/10/2023 | 10/19/2023 11/6/2023 | 12/19/23 (canceled) | 11/28-30/2023 | 11/6/23 - Parent is seeking placement at a new NPS. Concerns related to BFA. LEA needs more information from BFA 12/19/23 - Doing well at BFA, returning student to LEA. CLOSED - Resolution | | SAI 50 hrs. Counseling 30 hrs. |
| 13. AESD Case no. 2023100596 | Denial of Fape 1. Failure to appropriately assess 2. Failing to design IEPs, implement IEPs and provide proper placement 3. Denied parent meaningful participation by failing to have full staff team, failed to provide PWN, failure to provide complete records. | 10/18/2023 | 11/1/2023 11/8/2023 | | 12/5-7/2023 | 11/8/2023 - Advocate attended resolution. Concluded with verbal agreement. 11/10/23 - Overturned by parent attorney. 11/23/23 - To the IEP: increase in SAI, SPL. District to assess in behavior, 1:1, AT, and OT. IEE: Psycho ed CLOSED - Resolution | | SAI, SPL 110 hrs. |
| 14. VESD Case no. 2023 | Denial of FAPE 1. Failure to provide appropriate program a. ERMHS b. Social skills c. SAI 2. Child Find 3. Unlawful disciplinary action | 10/27/2023 | 11/7/2023 | | 12/19-21/2023 | 11/14/23 - Limited student attendance; countered with reduced hours; student no longer in the LEA. 11/9/23 - Agreed to IEE's in OT, SPL CLOSED - Resolution | | Tutoring 60 hrs. SPL 15 hrs. <hr/> Counseling 20 hrs. |

Desert Mountain SELPA
Due Process Activity Summary
July 1, 2023 - April 30, 2024

| LEA Case Number | Issue(s) | Date Filed | Resolution Scheduled | Mediation Scheduled | Due Process Hearing | Status | IEE | Comp Ed |
|--|--|------------|-------------------------------------|---------------------|--------------------------------------|---|-------|-----------------------------|
| 15. HUSD Case no. 2023110042 | Denial of FAPE 1. Failure to provide appropriate program a. Academics b. SPL c. OT d. PT | 11/1/2023 | 11/13/2023 11/14/2023 | | | 11/14/23 - CCS referral. Divided time HUSD, SJUSD. Additional assessment needed. 11/27/23 - IEP amendment: Eligibility changed to OI, 1:1 aide all day, increase SPL, OT, PT, Health Plan. CLOSED - Resolution | | |
| 16. Oro Grande SD Case no. 2023110283 | Denial of FAPE 1. IEP failure to provide wrap services 2. IEP failure to provide ABA services 3. Failure to provide 1:1 aide | 11/8/2023 | 11/17/2023 | 1/22/2024 | 12/27-28/2023 2/8/2024 | 11/7/23 - Seeking wrap services, hold IEP to reconsider eligibility of ABA services. 1/11/24 - Expulsion retracted 1/22/24 - Agreement to May IEP to review behavior needs; releases of information. Full waiver of claims. CLOSED - Mediation | ERMHS | Behavior Support 40 hrs. |
| 17. SJUSD Case no. 2023110381 | Denial of FAPE 1. Failure to assess a. Visual Processing b. VMI c. Auditory Processing d. Memory e. Executive functioning f. FBA g. Psycho Ed 2. Inappropriate placement in I.S. 3. Failure to offer credit recovery | 11/13/2023 | 11/20/2023 12/7/2023 | | 1/3-4/2024 | 12/7/23 - Placement issues due to probation requirements and restraining order. 12/19/23 - Placement at CHS in on-line learning for English; if court order changes, student may resume Eng. Class; transition goals developed at IEP. CLOSED - Resolution | | DOR 100 hrs. |

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2023 - April 30, 2024

| LEA Case Number | Issue(s) | Date Filed | Resolution Scheduled | Mediation Scheduled | Due Process Hearing | Status | IEE | Comp Ed |
|--|---|------------|----------------------------------|---------------------|---------------------------------------|--|-----|--|
| 18. SJUSD Case no. 2023110431 | Denial of FAPE 1. Failure to offer BI services : FBA 2. Failure to address regression 3. Failure to provide ESY 4. Failure to offer home ABA 5. Failure to offer parent training in behavior and SPL 6. Failure to offer placement with neurotypical peers 7. Predetermined IEP 8. Ignoring parent concerns: BUS, CPI holds | 11/14/2023 | 11/28/23 12/7/2023 | | 1/3-4/2024 1/23-25/2024 | 11/28/23 - No show to Resolution; rescheduled. 12/7/23 - Student residing in foster care, yet adopted mom filed and lacks information, no trust with LEA. 12/20/23 - Opposing attorney unresponsive. 1/24 - Preparing for hearing 1/23/24 - 10 day OAH hearing. Awaiting judges decision 2/27/24 - Closing brief filed | | |
| 19. VESD Case no. 2023110554 | Denial of FAPE 1. Failure to assess in all areas 2. Failure to calculate IEP to meet her needs a. placement b. progress c. supports d. soc. Emotional e. 1:1 aide f. ESY 3. Predetermination | 11/16/2023 | 11/28/2023 | | 1/3-4/2024 | 11/28/23 - Placement concerns, cannot verify ed rights holder, moved to an Ed m/m - triggered by others behavior 12/11/23 - Placement to remain. IEP amended: increase in individual counseling, add group counseling; district to assess: FBA, SPL, OT CLOSED - Resolution | | Academic 50 hrs. Counseling 25 hrs. |

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2023 - April 30, 2024

| LEA Case Number | Issue(s) | Date Filed | Resolution Scheduled | Mediation Scheduled | Due Process Hearing | Status | IEE | Comp Ed |
|---|---|------------|----------------------|---------------------|---------------------|---|-----|--|
| 20. VESD (.5) HUSD (.5) Case no. 2023110843 | Denial of FAPE 1. Failure to assess in all areas 2. Failure to provide records 3. Denied parent participation 4. Failure to provide PWN 5. Not a full IEP team 6. Failure to offer LRE 7. Failure to provide services 8. Failure to provide appropriate goals | 11/27/2023 | 12/12/2023 | | 1/17-18/2024 | 12/12/23 - Filed on HUSD and VESD jointly. Behavior concerns. Residency established. Student refusing Hesperia attendance. Mom has no car - wants transportation. 12/18/23 - 10 Day Statutory offer; done separately for HUSD and VESD. 1/4/24 - Both stat. offers declined by opposition. 1/11/24 - Settlement agreement; amended IEP to include increased SAI, add social skills, clarify ERMHS. CLOSED - Resolution | | Academic SPL OT or reading 50 hrs. |
| 20. VESD (.5) HUSD (.5) Case no. 2023110843 | See above | | | | | See above | | |
| 21. HUSD Case no. 2023110783 | Denial of FAPE 1. Failure to designate as SPED prior to 10/28/2022 2. Failure to make progress 3. Failure to provide B/A 1:1 4. Failure to assess for OT 5. Failure to provide toileting goals | 11/28/2023 | 12/12/2023 | | 1/17-18/2024 | 12/12/23 - Prospective services cannot be reached - student residency not HUSD. Student enrolled in correct district by 1/8/24 12/14/23 - IEP Amendment - Autism eligibility, 1:1 aide, 1 hr. consultation with district of residence over FBA findings. CLOSED - Resolution | | |

Desert Mountain SELPA
Due Process Activity Summary
July 1, 2023 - April 30, 2024

| LEA Case Number | Issue(s) | Date Filed | Resolution Scheduled | Mediation Scheduled | Due Process Hearing | Status | IEE | Comp Ed |
|--|---|------------|-----------------------------------|---------------------|--|--|--|---|
| 22. Baker USD Case no. 2023120155 | Denial of FAPE 1. Inadequate support in LRE 2. Failure to complete appropriate psycho ed 3. Failure to conduct ERMHS assessment. 4. Failure to provide appropriate supports and services 5. Failure to convene an MD 6. Unilaterally changing placement due to suspension | 12/1/2023 | 12/8/2023 | 12/14/2023 | | 12/8/23 - Student needs more restrictive placement. Parent refuses RTC. 12/11/23 - Parent to visit county class in Barstow. 12/14/23 - Placement in Barstow, Expulsion removed, ERMHS CLOSED - Mediation | | Tutoring 20hrs |
| 23. VESD Case no. 2023120162 | Denial of FAPE 1. Failure to provide appropriate program a. Academics b. Fine Motor c. Behavior | 12/5/2023 | 12/18/2023 | | | 12/18/23 - Dispute about who should provide ESY - VVUHSD dismissed. 12/20/23 - Reading comp ed agreed to CLOSED - Resolution | | Reading 120 hrs. |
| 24. VESD Case no. 2023120425 | Denial of FAPE 1. Failure to properly assess 2. Failure to design appropriate IEP 3. Failure to provide SAI and ERMHS | 12/12/2023 | 12/18/2023 | 1/19/2024 | 2/13-15/2024 | 12/1/23 - Agreed to waive resolution 1/19/24 - Modified IEP to include ABA aide. OT provision clarified. CLOSED - Mediation | OT Visual Processing SPL ERMHS | Reading 120 hrs. |
| 25. AVUSD Case no. 2023120499 | Denial of FAPE 1. Failure to provide appropriate placement and services a. Academic b. Communication c. Transition d. Behavior 2. Stu failed to make progress 3. IEEs approved but did not occur | 12/14/2023 | 12/20/2023 1/8/2024 | 2/20/2024 | 1/30-2/1/2024 3/5-7/2024 | 1/8/24 - Parent to visit adult transition at AVHS; conservatorship in process 1/16/24 - Dismissed opportunity to file on parent, thus comped high demand 2/19/24 - Adult transition IEP; placement; comped; provide Tpad with "touch chat" CLOSED - Resolution | | Academic 200 hrs. Vocational 150 hrs. SPL 100 hrs. |

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2023 - April 30, 2024

| LEA Case Number | Issue(s) | Date Filed | Resolution Scheduled | Mediation Scheduled | Due Process Hearing | Status | IEE | Comp Ed |
|---|--|------------|----------------------|---|---|--|-----|----------------------|
| 26. VVUHSD Case no. 2023120579 | Denial of FAPE 1. Failure to comply with IEP 2. No provision of services for HH 3. Failure to facilitate meaningful parent participation. | 12/15/2023 | 1/12/2024 | 2/16/2024 | 2/8/2024 | 1/12/24 - H/H teacher quit, unclear basis for H/H; awaiting ROI, refusal of virtual platform; unreasonable demands for in home 1:1 instruction. 2/15/24 - Agreed to 10 hrs. SAI for H/H per week by an NPA operative through 5/24/24 and the IEP of 10/31/2022 becomes operative. Truancy to be pursued if student does not participate 5 hrs. per week. District to assess fully before 5/24/24. CLOSED - Resolution | | SAI 75 hrs. |
| 27. VESD Case no. 2023120738 | Denial of FAPE 1. Failure to consider all info in MD prior to expulsion 2. Child-Find 3. Failure to assess in all areas 4. Failure to address all areas of need. | 12/20/2023 | 1/3/2024 | 1/17/2024 Expedited 3/1/2024 Regular | 1/30/2024 1/22/2024 Expedited 4/16/2024 Regular | 1/3/24 - Agreed to expunge MD; remaining issue is placement location. Need fact finding. Behaviors at home increasing. 1/17/24 - Agreed to ROI for ERMHS. Parent concerns about appropriate ERMHS services. Concern - returning from Charter to Home School. 1/19/24 - Parent agreed to I.S. with increased SAI. 1/30/24 - School counseling services 60 min per week through 23-24, DMCC ERMHS assessment CLOSED - Mediation | | Tutoring 100 hrs. |

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2023 - April 30, 2024

| LEA Case Number | Issue(s) | Date Filed | Resolution Scheduled | Mediation Scheduled | Due Process Hearing | Status | IEE | Comp Ed |
|---|--|------------|----------------------------------|------------------------|--|---|-----|--|
| 28. VESD Case no. 2023120915 | Denial of FAPE 1. Substantive errors in eligibility determination 2. Failed to properly develop a. Placement b. Behavior supports c. Social-emotional supports d. Academic supports and services 3. Failed to ensure progress 4. Failure to implement IEP 2/10/23 - 8/7/23 | 12/27/2023 | 1/10/2024 Expedited | 1/17/2024 Expedited | | 1/10/24 - Placement concern; exploring NPS. 1/17/24 - Placement agreement, add counseling, increase BCBA. 1/22/24 - IEP Amendment of placement, ERMHS, BCBA, District assessments to include Autism and SLD, OT, ERMHS, FBA, all with new assessors. CLOSED - Mediation | | SAI 75 hrs. ERMHS 12 hrs. |
| 29. SJUSD - filing against student Case no. 2024010262 | Filing to change placement. Consolidated with parent case. | 1/10/2024 | Not Required | | 1/23-25/2024 1/30-2/1/2024 | See case #2023110431 SJUSD prevailed to implement IEP. Opposing counsel and parent did not prevail on any counts. | | |
| 30. AESD Case no. 2024010547 | Denial of FAPE 1. Child find 2. Failure to timely assess 3. Failed to train teachers 4. Lack of progress 5. Lack of behavioral supports Denying parent meaningful participation. | 1/16/2024 | 1/25/2024 2/5/2024 | | 2/27-29/2024 | 2/5/24 - SCIA underway; staff to meet student at drop off. 2/23/24 - IEP add support during drop off. CLOSED - Resolution | | |

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2023 - April 30, 2024

| LEA Case Number | Issue(s) | Date Filed | Resolution Scheduled | Mediation Scheduled | Due Process Hearing | Status | IEE | Comp Ed |
|--|--|------------|-----------------------------------|---------------------|--|---|-------------------------------------|---|
| 31. SJUSD Case no. 2024010453 | Denial of FAPE 1. Child find prior to 12/23 2. Failure to assess in all areas a. FBA b. ERMHS 3. Failure to provide 1:1 4. Inappropriate change of placement with stipulated expulsion | 1/16/2024 | 1/26/2024 2/6/2024 | | 3/5-7/2024 | 2/6/24 - Considered school placement and behavior aide. 2/16/24 - Resume attendance at Pinon Mesa Middle School for remainder 23-24 school year. CLOSED - Resolution | FBA (\$3,000) | Academic tutoring 40 hrs. (\$4,000) Counseling 20 hrs. (\$2400) |
| 32. Excelsior Case no. 2024010453 | Denial of FAPE 1. Failure to consider IEEs 2. Failure to provide vision therapy. 3. Failure to provide parent participation in the IEP 4. Predetermination | 1/16/2024 | 1/26/2024 1/31/2024 | 4/16/2024 | 4/16-18/2024 | 4/2/24- Opposing counsel and parent want functional goals. Student is performing at or above grade level. Offering a statutory offer and considering hearing. | | |
| 33. VESD Case no. 2024010638 | Denial of Fape 1. Inappropriate placement in LRE 2. Lack of intensive reading, writing and math 3. Failure to assess 4. Failure to provide behavior interventions 5. Lack of meaningful goals 6. Inappropriate frequency and duration of DIS Service | 1/17/2024 | 1/25/2024 2/2/2024 | 3/12/2024 | 3/5-7/2024 4/23-24/2024 | 2/2/24 - Very little progress in reaching settlement 3/12/24 - parental consent to IEP and add monthly BCBA consult. CLOSED - Mediation | Vision processing w/ Ketchum Health | Reading services by DES 120 hrs. Related services comp ed 80 hrs. (\$10,000) |

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2023 - April 30, 2024

| LEA Case Number | Issue(s) | Date Filed | Resolution Scheduled | Mediation Scheduled | Due Process Hearing | Status | IEE | Comp Ed |
|---|--|------------|----------------------|---------------------|-------------------------|--|--|---|
| 34. Oro Grande (.5) AESD (.5) Case no. 2024020471 | Denial of FAPE: Lack of appropriate placement a) Academics b) ERMHS c) Behavior | 2/1/2024 | 2/14/2024 | 4/12/2024 | 5/21-23/2024 | 2/14/24 - Main concern is behavior; added bus aide to demand. 2/27/24 - District investigated bus needs. 3/21/24 - Settlement Agreement Provide 1:1 aide for full day until IEP meeting to review results of FBA Adult support for transportation Assessments by District- psychoed, speech, OT, FBA | | |
| 34. Oro Grande (.5) AESD (.5) Case no. 2024020471 | See above | | | | | Cont: Speech - increase 2x 30 min weekly CLOSED- Resolution | ERMHS by Neuro Clinic | |
| 35. Bear Valley Case no. 2024020378 | Denial of FAPE Failure to address student needs 1. Academics 2. SPL 3. Soc. Emotional 4. Behavior Failure to assess 1. OT 2. SPL 3. FBA Impeded parent participation 1. Lack of full IEP team | 2/9/2024 | 2/21/2024 | | 3/26-28/2024 | 2/21/24 - IEE and LEA assessments match; parent not agreeing demanding 1:1, not wanting to wait for TISA. 3/8/24 - 1:1 aide until IEP (not stay put) develop fade out plan OT - direct 2x monthly 30 min CLOSED - Resolution (3/8/24) | Psycho ed (Jerry Turner) Speech | Academic 75 hrs. (\$7500) OT 10 hrs. (\$1250) Speech 20 hrs. (\$2500) |

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2023 - April 30, 2024

| LEA Case Number | Issue(s) | Date Filed | Resolution Scheduled | Mediation Scheduled | Due Process Hearing | Status | IEE | Comp Ed |
|--|---|------------|----------------------|---------------------|--------------------------------------|---|-----|---------|
| 36. VESD - filing against student Case no. 2024020500 | Does the IEP of 9/21/24 constitute FAPE? | 2/13/2024 | Not Required | | 3/5-7/2024 4/9-11/2024 | 2/22/24 - Parent attorney refused to bring case to hearing. 2/26/24 - Continuance granted Parent no show to Prehearing Conf. Hearing scheduled for April 9-11 Parent got an attorney day of hearing and asked for continuance. Settled the case. CLOSED- WITHDRAWN | | |
| 37. VESD Case no. 2024020651 | Denial of FAPE Failure to provide appropriate program 1. Academics 2. Fine motor 3. Mental health 4. Behavior management | 2/20/2024 | 3/1/2024 | 5/13/2024 | 5/29-30/2024 | 4/1/24- Still very far apart with regard to comp ed. Considering a statutory offer. Mediation - May 13th | | |
| 38. Oro Grande Case no. 2024020800 | Denial of FAPE 1. Denied support of an OLF 2. Inadequate amplification device 3. Abusive AVT provider 4. Lack of ERMHS 5. Abuse and discrimination | 2/23/2024 | 3/12/2024 | 6/4/2024 | 4/9-11/2024 | 3/26/24 - Draft settlement agreement as of 4/2/24 - no response from parent/opposing counsel Mediation scheduled for 6/04/2024 | | |

Desert Mountain 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 |
|---|--|------------|----------------------|---------------------|---------------------|--|-----|--|
| 39. SJUSD Case no. 2024030630 | Denial FAPE: 1. No FBA 2. No trained 1:1 3. Failure to offer sufficient SLP, OT, PT, appropriate goals, home ABA, 4. Didn't offer parent training in AAC, sensory training, Speech, and behavior 5. Not all required members at IEP | 3/15/2024 | 3/26/2024 | | 4/30-5/1/2024 | 3/15/2024 - No attorneys present at resolution. Didn't make progress or movement. Refused Mediation Held Witness Prep for all staff and the night before the hearing, opposing counsel Withdrew CLOSED - WITHDRAWN | | |
| 40. BUSD Case no. 2024030464 | Denial of FAPE: 1. Did not receive Speech services 2. No progress on goals 3. Wrongfully mainstreamed 4. No permanent Sped teacher | 3/14/2024 | | 3/27/2024 | | Formal mediation with OAH judge. Assessment Plan – TISA 60 min Speech comp Mr. Hoffman participates in IEP in May CLOSED - Mediation | | 1 hour |
| 41. BUSD Case no. 2024030937 | Denial of FAPE: 1. Failure to provide Sped and related services 2. Failure to conduct IEP 3. Failure to conduct Triennial in Dec 2023 4. Child Find | 3/27/2024 | | 4/5/2024 | 5/14-16/2024 | Request for assessment and comp ed. | | \$8,000 for academic tutoring, counseling from NPA |
| 42. Norton Case no. 2024040047 | 1. Predetermine Manifestation Determination Review for expulsion 2. Failing to assess properly 3. Failing to develop effective strategies | 4/1/2024 | 4/8/2024 | | | Withdrawn - CLOSED | | |

Desert Mountain 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 |
|---|--|------------|----------------------|---------------------|---------------------|---|-----|---------|
| 43. HUSD Case no. 2024040439 | 1. District has failed to provide placement and program 2. Exclusion from programs | 4/9/2024 | 4/25/2024 | | | Negotiating terms and requesting mediation dates. | | |
| 44. Oro Grande Case no. 2024040563 | Denial of FAPE: 1. Failing to provide Home and Hospital Instruction 2. Failure to consider parent arguments and documentation | 4/12/2024 | 4/22/2024 | | | Submitted a Notice of Dismissal as the settlement agreement should cover the claim. | | |
| 45. AVUSD Case no. 2024040851 | 1. Failing to provide appropriate services, SAI, accommodations, goals, and assessments. 2. Failure to conduct FBA 3. Inappropriate ERMHS assessment | 4/22/2024 | 5/2/2024 | | | Currently negotiating terms for an agreement. | | |
| 46. AESD Case no. 2024040555 | 1. Failing Child Find obligation by not identifying and assessing in a timely manner 2. Untimely FBA 3. Not offering appropriate services | 4/12/2024 | 5/9/2024 | | | | | |

Desert Mountain SELPA
Legal Expense Summary
As reported at steering April 19, 2024

| | |
|-----------|--------------|
| 2000-2001 | \$39,301.51 |
| 2001-2002 | \$97,094.90 |
| 2002-2003 | \$37,695.13 |
| 2003-2004 | \$100,013.02 |
| 2004-2005 | \$136,514.09 |
| 2005-2006 | \$191,605.08 |
| 2006-2007 | \$140,793.00 |
| 2007-2008 | \$171,614.04 |
| 2008-2009 | \$263,390.71 |
| 2009-2010 | \$114,076.96 |
| 2010-2011 | \$293,578.50 |
| 2011-2012 | \$567,958.10 |
| 2012-2013 | \$321,646.04 |
| 2013-2014 | \$250,372.65 |
| 2014-2015 | \$297,277.76 |
| 2015-2016 | \$204,756.26 |
| 2016-2017 | \$233,130.03 |
| 2017-2018 | \$247,459.52 |
| 2018-2019 | \$314,479.71 |
| 2019-2020 | \$475,930.79 |
| 2020-2021 | \$354,582.16 |
| 2021-2022 | \$401,072.52 |
| 2022-2023 | \$391,662.84 |
| 2023-2024 | \$529,045.49 |

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 |