

California Association of Health and Education Linked Professions,  
Joint Powers Authority (CAHELP, JPA)  
**DESERT MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING**  
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

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## **AGENDA**

*January 17, 2025 – 9:00 a.m.*

### **TELECONFERENCE LOCATIONS:**

Health Sciences High and Middle Colleges – 3910 University Ave Ste 100, San Diego, CA 92105

Needles USD – 1600 Washington St., Needles, CA 92363

Trona JUSD – 83600 Trona Rd, Trona, CA 93562

### **1.0 CALL TO ORDER**

### **2.0 ROLL CALL**

### **3.0 PUBLIC PARTICIPATION**

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

### **4.0 ADOPTION OF THE AGENDA**

4.1 **BE IT RESOLVED** that the January 17, 2025, Desert Mountain SELPA Steering and Finance Committee Meeting Agenda be approved as presented.

### **5.0 CONSENT ITEMS**

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

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

5.1.1 December 13, 2024, Desert Mountain SELPA Steering and Finance Committee Meeting Minutes.

### **6.0 PRESENTATIONS**

6.1 Outreach Team

Jessica Soto will provide an update on the Outreach Team.

### **7.0 FINANCIAL COMMITTEE ITEMS**

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7.1 2025-26 Governor's Budget

Kayla Gewirtz will discuss the 2025-26 Governor's Budget.

7.2 AB602 Charter Payments

Kayla Gewirtz will discuss the AB602 Charter Payments.

7.3 Federal Grant Funding (3310-3312)

Kayla Gewirtz will discuss the Federal Grant Funding (3310-3312).

7.4 Accounting Codes

Thomas Flores will provide insight into accounting codes.

**8.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS**

8.1 Charter School Supports

Pam Bender will discuss Charter School Supports

8.2 Legislative Update

8.2.1 Committee Members

- Senate Education Committee
- Senate Budget Sub-Committee No. 1 on Education
- Senate Appropriations Committee

8.2.2 Legislative Calendar

Pam Bender will provide Legislative Updates.

8.3 Credentials Bridge Authorization Update

Heidi Chavez will discuss the Credentials Bridge Authorization.

8.4 Desert Mountain Children's Center Client Services Reports and Updates

Linda Llamas will review Mountain Children's Center Client Services Reports and provide updates.

8.5 [Professional Learning Opportunities](#)

Heidi Chavez will review Professional Learning Opportunities.

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8.6 Resolution Support Services Summary and Update

Sheila Parisian will review Resolution Supports Services Summary and Update.

8.7 Compliance Update

Dr. Peggy Dunn will provide a Compliance Update.

8.8 Non-Public Updates

Dr. Peggy Dunn will provide a Compliance Updates.

8.9 Special Education Information System (SEIS) Update

Colette Garland will provide a SEIS Update.

8.10 Desired Results Developmental Profile (DRDP) Update

Colette Garland will provide a DRDP Update.

8.11 California Longitudinal Pupil Achievement Data System (CALPADS) Update

Colette Garland will provide a CALPADS Update.

8.12 Career Technical Education (CTE) Updates

Deborah Sarkesian will provide Career Technical Education (CTE) Updates.

8.13 Prevention and Intervention (P&I) Updates

Deborah Sarkesian will provide Prevention and Intervention Updates.

8.14 Occupational and Physical Therapy Services Reports and Updates

Codi Andersen will provide an Occupational and Physical Therapy Services Report and Updates.

8.15 SB 114 – Dyslexia Screening Mandate

Dr. Karina Quezada will discuss Senate Bill 114 – Dyslexia Screening Mandate.

## **9.0 INFORMATION / ACTION ITEMS**

9.1 Upcoming Trainings

Pam Bender will review the Upcoming Trainings.

## **10.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS**

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**11.0 CEO COMMENTS**

**12.0 MATTERS BROUGHT BY THE PUBLIC**

This is the time during the agenda when the Desert Mountain SELPA Steering and Finance Committee is again prepared to receive the comments of the public regarding items on this agenda or any school related special education issue. Speakers are requested to give their name and limit their remarks to five minutes.

Persons wishing to make complaints against Desert Mountain SELPA Steering and Finance Committee personnel must have filed an appropriate complaint form prior to the meeting.

When the Desert Mountain SELPA Steering and Finance Committee goes into Closed Session, there will be no further opportunity for the general public to address the Council on items under consideration.

**13.0 ADJOURNMENT**

The next regular meeting of the Desert Mountain SELPA Steering Committee will be held on Friday, February 20, 2025, at 9:00 a.m., at the Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley, CA 92307.

*Individuals requiring special accommodation(s) for disabilities are requested to contact Cindy Quan at (760) 955-3555, at least seven days prior to the date of this meeting.*

California Association of Health and Education Linked Professions,  
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*December 13, 2024 – 9:00 a.m.*  
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

## **MINUTES**

### **DESERT MOUNTAIN SELPA MEMBERS PRESENT:**

Academy Academic Excellence – Marcelo Congo, Adelanto Elementary SD – Dr. Amber Best, Apple Valley USD – David Wheeler, Desert/Mountain Operations – Stephanie Hedberg, Excelsior Charter Schools – Oscar Torres, Helendale SD – Chantell Butler, Hesperia USD – Eric Land (9:15 am), Lucerne Valley USD – Vici Miller, Needles USD – Jamie Wiesner via zoom, Oro Grande SD – Scott Heitman, Silver Valley USD – Cheri Rigdon, Snowline Joint USD – Pam De Renard, Victor Elementary SD – Tanya Benitez, Victor Valley Union High SD – Larry Brunson.

### **CAHELP, DM SELPA, AND DMCC STAFF PRESENT:**

Pam Bender, Deborah Sarkesian, Guille Robles-Burgos, Heidi Chavez, Kayla Gewirtz, Dr. Peggy Dunn, Sheila Parisian, Codi Andersen, Annette Rego, Isaac Medina, Iván Campos, Jennifer Rountree, Jennifer Sutton, Dr. Karina Quezada, Lisa Nash, Maurica Manibusan, Misty Ubina, Jennifer Harms, and Rory Hazen.

### **1.0 CALL TO ORDER**

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

### **2.0 ROLL CALL**

### **3.0 PUBLIC PARTICIPATION**

No public participation.

At 9:06 am Stephanie Hedberg stepped out.

### **4.0 ADOPTION OF THE AGENDA**

4.1 **BE IT RESOLVED** that a motion was made by David Wheeler, seconded by Vici Miller, to approve the December 13, 2024, Desert Mountain SELPA Steering and Finance Committee Meeting Agenda as presented. The motion carried on the following vote: 12:0:0. Ayes: Marcelo Congo, Dr. Amber Best, David Wheeler, Oscar Torres, Chantell Butler, Vici Miller, Jamie Wiesner, Scott Heitman, Cheri Rigdon, Pam De Renard, Tanya Benitez, and Larry Brunson. Nays: None. Abstentions: None.

### **5.0 CONSENT ITEMS**

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

5.1 **BE IT RESOLVED** that a motion was made by David Wheeler, seconded by Tanya Benitez, to approve the following Consent Item as presented. The motion carried on the following vote: 12:0:0. Ayes: Marcelo Congo, Dr. Amber Best, David Wheeler, Oscar Torres, Chantell Butler, Vici Miller,

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Jamie Wiesner, Scott Heitman, Cheri Rigdon, Pam De Renard, Tanya Benitez, and Larry Brunson.  
Nays: None. Abstentions: None.

5.1.1 November 15, 2024, Desert Mountain SELPA Steering and Finance Committee Meeting Minutes.

### 6.0 FINANCIAL COMMITTEE ITEMS

#### 6.1 Interim Reports

Kayla Gewirtz reviewed the 2024-25 1<sup>st</sup> interim balances. Will have the second interim in February.

At 9:13 am Stephanie Hedberg returned.

#### 6.2 2023-24 DM SELPA Table 8

The MOE Table 8 was submitted on October 31, 2024. The LEA level information is collected to ensure LEAs meet the IDEA part B, maintenance and effort reduction and coordination early intervening services requirements.

#### 6.3 2023-24 DM SELPA Table Extraordinary Cost Pool

The Extraordinary Cost Pool had a total of eight students in Non-Public Schools.

At 9:15 am Eric Land joined the meeting.

#### 6.4 DM SELPA Federal Grant Balances

Kayla Gewirtz reviewed the Federal Grant Funding (3310-3312). The next reporting period, Report 5, is due to Sam Barker on January 21. SELPA to submit to CDE on January 31.

### 7.0 PRESENTATIONS

#### 7.1 PEERS Presentation

Jennifer Rountree presented the PEERS program. The 14<sup>th</sup> Cohort was completed on December 11, 2024. PEERS is a skills program designed to support teenagers in improving their social skills related to making and keeping friends. The program also provides training for parents, guiding them on how to effectively support their child.

Three video examples were presented and viewed.

A community autism grant was received, which contributed to the development of 57 role-playing videos focused on key skills such as conversation techniques, managing teasing, electronic

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communication, initiating individual conversations, and practicing good sportsmanship. These videos are being shared through the PEERS UCLA program and other platforms, making them accessible to anyone who may benefit from them.

Districts are encouraged to refer students to the program. Currently the program has two groups simultaneously based on ability levels. There could be up to 22 participants.

### 8.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

#### 8.1 Legislative Update

A total of 37 new lawmakers have been elected. Among them, 8 have prior experience in the Assembly, while approximately 25% are serving at the state level for the first time. The Assembly has 23 new members, with one vacancy, while the Senate has 12 new members, also with one vacancy. Governor Newsom is scheduled to hold a special election in 2025 to fill the two vacant seats. Despite these changes, Democrats maintain control of two-thirds of both legislative houses, granting them the ability to override vetoes from Governor Newsom.

##### Notable Item:

- Approximately 12 new lawmakers have prior experience working in schools or as elected school board members.

##### Historical Changes:

- The Senate now has 21 women members, and women make up 49% of all lawmakers (59 women in total).
- The Senate consists of 40 members, each serving 4-year terms, while the Assembly has 80 members with 2-year terms. Both houses have a lifetime maximum of 12 years for members.

##### Legislative Dates:

- New statutes will take effect on January 1, 2025, unless otherwise noted.
- The legislature will reconvene in January 2025.
- Governor Newsom's budget for 2025 is due by January 10, 2025.
- The last day for bill introductions is February 21, 2025.

#### 8.2 Credentials Bridge Authorization Update

Credential Analyst trainings for understanding the Credentials Bridge requirements are scheduled for December 13, 18, and 20. Districts will invite staff to register for the Credentials Bridge Authorization trainings they have identified. Participants must have a cleared credential with the Autism Authorization. They can also participate in early childhood and mild/moderate and moderate/severe. They must participate in both and pay for both. District Superintendents have said that they have funding for teachers who participate.

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### 8.3 Desert Mountain Children’s Center Client Services Reports and Updates

Districts receiving DMCC services will have client service and referral reports sent via encrypted email by Keri Downing to the district point of contact. For any questions about these reports, contact Linda Llamas at [Linda.Llamas@cahelp.org](mailto:Linda.Llamas@cahelp.org). If there has been a change in the point of contact, please notify Linda.

Article, ‘*Supporting ids with Mental Health Challenges Through the Holidays*’ was shared highlighting the need for emotional needs during the holidays. Districts are encouraged to share the article.

In November, 609 referrals were received, and 150 therapists are actively managing these referrals alongside their caseloads.

A discussion took place regarding districts going over the 20% of students with IEPs and penalizations from CDE and how it becomes a part of compliance.

A discussion took place regarding TK and considerations for behaviors at the State level.

### 8.4 [Professional Learning Opportunities](#)

In November, 627 participants attended a training/workshop, 482 attended on-sites, and 145 participated in regional trainings. For the year, 4,603 participated in trainings, with 3,124 attending on-sites and 1,479 attending regional trainings.

The upcoming Directors’ in-person training dates are February 21, 2025, and April 18, 2025. Michelle Brown will present ‘*Compliance and Data Leading Through an Equity Lens*’ on February 21, 2025. On April 18, 2025, E.B. Bell from AALRR will be presenting ‘*Special Education Legal Updates*.’

The IMTSS Symposium is being held on February 27<sup>th</sup> at High Desert Church; Dr. Tina Payne Bryson will present ‘*No-Drama Discipline for Educators*.’ The cost is \$175 for members and \$250 for non-members.

The Community Advisory Committee meeting led by Lindsey Yslas, will be held on February 20, 2025, from 4:30 pm to 6:00 pm. Participants are asked to register individually to assist with attendance.

At 9:50 am Jamie Wiesner left the zoom meeting.

### 8.5 Resolution Support Services Summary and Update

There have been nineteen filings, not including ADDR or formal mediation, for this school year so far.

### 8.6 Compliance Update

Targeted Progress Report #2 (reporting period: July 2024 – December 2024) is due January 10, 2025. Dr. Peggy Dunn needs the Targeted Progress Report #2 as soon as possible to meet the January 16,

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2025, CDE deadline assuring CDE that Dr. Peggy Dunn has the report, has reviewed the report, and the district is complying with the requirements.

The Intensive Progress Report #4 (reporting period: October 2024 – December 2024) is due to CDE on January 10, 2025.

Cyclical Monitoring for Small LEAs Cycle B is due February 28, 2025, and includes a student record review, policy and procedures review, and infrastructure review.

A discussion took place regarding the attendance of General Education Teachers at IEPs and the use of the Excusal of IEP Team Member form.

### 8.7 Special Education Information System (SEIS) Update

December 13, 2024, is the certification date so everything must be cleared by then for CDE Open Forums and SEIS trainings are available in December.

### 8.8 Desired Results Developmental Profile (DRDP) Update

DRDP information is due in SEIS by January 10, 2025. DRDP video training is available on the [www.draccess.org](http://www.draccess.org) website. Staff conducting the testing must have an account and attend training.

### 8.9 California Longitudinal Pupil Achievement Data System (CALPADS) Update

CDE sent emails on December 6 regarding data checks conducted on November 30. Information was forwarded to Directors on December 9.

In CALPADS, it is found in the Plan Container. In SEIS, it is found in the CALPADS Student Page and Information and Eligibility page. Attending School and Services need to be updated for NPS programs. Pupil Count is complete.

Directors are reminded to continue reviewing the Data Discrepancy Report and the 16.21 report in CALPADS. Fall 1 Certification is due December 13, 2024. The amendment window is December 14, 2024 – January 25, 2025.

### 8.10 Career Technical Education (CTE) Updates

The Transition Planning for All Students training will be held on February 6, 2025, from 9:00 am to 12:00 pm.

### 8.11 Prevention and Intervention (P&I) Updates

The MTSS Sustainability Network will be held on January 8, 2025, from 8:30 am to 10:30 am. The Fundamentals of Restorative Practices will be held January 29-30, 2025, from 8:00 am to 12:00 pm. The Authorized California PBIS External Reviewer (ACER) 2.0 will be held January 21, 2025, from

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9:00 am to 11:00 am or 1:00 pm to 3:00 pm.

### 8.12 Occupational and Physical Therapy Services Reports and Updates

The next Occupational Therapy Professional Learning Collaborative will be held on January 13, 2025, from 2:30 pm to 4:00 pm at no cost. The next Physical Therapy Professional Learning Collaborative will be held on January 21, 2025, from 2:30 pm to 4:00 pm at no cost.

For questions, contact Codi Andersen at [Codi.Andersen@cahelp.org](mailto:Codi.Andersen@cahelp.org).

## 9.0 INFORMATION / ACTION ITEMS

### 9.1 Upcoming Trainings

As previously discussed, there are trainings coming up.

## 10.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS

Larry Brunson requested an email with the SEIS training dates and times be sent to directors. Larry also requested that directors be included in the on-site request process.

Eric Land gave a shout out to Guille Robles-Burgos for her gentle reminders, helpfulness, politeness, and responsiveness.

Heidi Chavez introduced Rory Hazen as the newest Program Specialist.

## 11.0 CEO COMMENTS

2025 CAHELP JPA calendars were distributed. A calendar will be mailed to those who attended virtually or were unable to attend.

Thank you to Victor Valley Union High School District for the wonderful job with the Alternative Pathways to a Diploma training. The flyer is in the meeting materials provided.

The State Dashboard is expected next month. This brings General Education and Special Education together. The districts in San Bernardino County have improved in their dashboard. It would be great if we could have one plan for all students.

## 12.0 MATTERS BROUGHT BY THE PUBLIC

No matters were brought by the public.

## 13.0 ADJOURNMENT

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**MINUTES**

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**BE IT RESOLVED** that a motion was made by Cheri Rigdon, seconded by David Wheeler to adjourn the Desert Mountain SELPA Steering and Finance Committee Meeting at 10:33 am. The motion carried on the following vote: 13:0:0. Ayes: Marcelo Congo, Dr Amber Best, David Wheeler, Sephanie Hedberg, Oscar Torres, Chantell Butler, Eric Land, Vici Miller, Scott Heitman, Cheri Rigdon, Pam De Renard, Tanya Benitez, Larry Brunson. Nays: None. Abstentions: None

The next regular meeting of the Desert Mountain SELPA Steering Committee will be held on Friday, January 17, 2024, at 9:00 a.m., at the Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley, CA 92307.

*Individuals requiring special accommodation(s) for disabilities are requested to contact Cindy Quan at (760) 955-3555, at least seven days prior to the date of this meeting.*



## CAHELP Outreach Team

### Trainings Offered:

#### Promoting Adult/Family Resilience

Learn simple strategies that will help you bounce back from life's ups and downs. Learn about resilience and get a thorough understanding of risk and protective factors. This can be used with teachers, parents-anyone who cares for young children. (1.5 hours)

#### Family Fun Days

A family fun session to build connections with families through stories, art projects, and games. (1.5 hours)

#### Getting to Know Us

CAHELP programs and services. (1 hour)

#### Loving Solutions

Designed specifically for parents raising younger children with challenging behaviors ages 5-10 years. (\$29 book cost per participant. 8 to 10 Sessions - 2.5 hours)

#### Parent Project

Designed specifically for parents raising adolescents with intensive behaviors ages 12-18 years. (\$29 book cost per participant. 8 to 10 Sessions - 2.5 hours)

#### Parent Toolbox

Participants will take home tools and practice new strategies to support positive interactions and strengthen family connections. (1.5 hours)

#### Preparing Our Kids for Success

Parent training designed to support S.A.R.B. and local truancy abatement efforts. (\$5 book cost per participant. - 2.5 hours)

#### Real Talk

Parent support group. (1.5 hours)

#### Social Emotional Learning in the Home

An introduction to Social Emotional Learning in the home. (1.5 hours)

#### Special Education 101

Introduction to Special Education and the IEP Process. (1.5 hours)

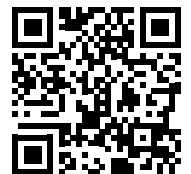
#### Taming Your Wiggles and Giggles Through Sensory Strategies

This training will explore the importance of senses and how to best support children. (1.5 hours)

**\* Trainings must be requested 6-8 weeks in advance.**

**\* A minimum of participant count is required.**

To schedule a training at your school, please scan the QR code or visit [www.cahelp.org/on-site](http://www.cahelp.org/on-site)



# YES! I WANT MORE INFORMATION!

- More info on the Outreach Team
- I am interested in participating in family workshops

Name:

Address:

Phone:

E-mail:

## REFERRAL CONNECTIONS:

- Mental and Physical Health
  - Food
  - Clothing
  - Housing / Shelter
  - Transportation
  - Special Education Services
  - Other: \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

To submit digitally, scan QR Code or visit [https://linktr.ee/cahelp\\_outreach](https://linktr.ee/cahelp_outreach)



California Association of Health and Education Linked Professions

## GET IN TOUCH WITH US

Phone: (760) 955-3586  
Email: [outreach@cahelp.org](mailto:outreach@cahelp.org)



## OUTREACH TEAM

*FOCUSED ON BUILDING RELATIONSHIPS*



Rev. 04/21/2023

*"The Relentless Pursuit of Whatever Works in the Life of a Child."*

## Resources at Your Fingertips



Please visit our website for online resources.

<https://www.cahelp.org/outreach>

### Follow Us



## Community Trainings Offered:

- » Building Your Bounce: Promoting Adult Resilience
- » Family Fun Days
- » Getting to Know Us
- » Loving Solutions
- » Parent Project
- » Parent Toolbox
- » Preparing Our Kids for Success
- » Real Talk
- » Social Emotional Learning in the Home
- » Supporting the Resilience of Families: Your Journey Together
- » Taming Your Wiggles and Giggles Through Sensory Strategies

## What is the Outreach Team?

Our outreach team focuses on fostering relationships between Local Education Agencies (LEAs), pre-school programs, communities, children, and families. We support family and community engagement by providing resource connections, family workshops, and information about local events.

### Supports for Families:

- » Referral Connection
- » Family Workshops
- » Vocational/Educational/Career
- » Transitional Assistance Department (TAD) Application Assistance

Let us know if you have any questions or are interested in other training topics.



7.1 2025-26 Governor's Budget

No materials, verbal report only

7.2 AB602 Charter Payments

No materials, verbal report only

7.3 Federal Grant Funding (3310-3312)

No materials, verbal report only

7.4 Accounting Codes

No materials, verbal report only

## 8.1 Charter School Supports

No materials, verbal report only

# Legislative Committee Chairs and Members for the 2025-26 Legislative Session

## **Senate Education Committee**

Senator Sasha Renee Perez (D-Alhambra), Chair

Senator Rosilicie Ochoa Bogh (R-Yucaipa), Vice-Chair

Senator Christopher Cabaldon (D-Yolo)

Senator Stephen Choi (R-Irvine)

Senator Dave Cortese (D-San Jose)

Senator Lena Gonzalez (D-Long Beach)

Senator Eloise Gomez Reyes (D-San Bernardino)

## **Senate budget subcommittee No.1 on Education**

Senator John Laird (D- Santa Cruz), Chair

Senator Rosilicie Ochoa Bogh (R-Yucaipa)

Senator Sasha Renee Perez (D-Alhambra)

## **Senate Appropriations Committee**

Senator Anna Caballero (D- Merced), Chair

Senator Kelly Seyarto (R-Marietta), Vice Chair

Senator Christopher Cabaldon (D-Yolo)

Senator Megan Dahle (R- Bieber)

Senator Tim Grayson (D-Concord)

Senator Laura Richardson (D- San Pedro)

Senator Aisha Wahab (D- Hayward)

## **Legislative Calendar**

**January 1, 2025**

**New statutes take effect**

**January 2025**

**Legislature reconvenes**

**January 10, 2025**

**Governor's 2025 budget will be released**

**February 21, 2025**

**Lasat day for bills to be introduced**

### 8.3 Credentials Bridge Authorization Update

No materials, verbal report only



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

(760) 955-3601  
(760) 946-0819  
[www.dmchildrenscenter.org](http://www.dmchildrenscenter.org)

## MEMORANDUM

Date: January 15, 2025  
To: Special Education Directors  
From: Linda Llamas, Director  

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**Subject: Desert Mountain Children's Center Client Reports**

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

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

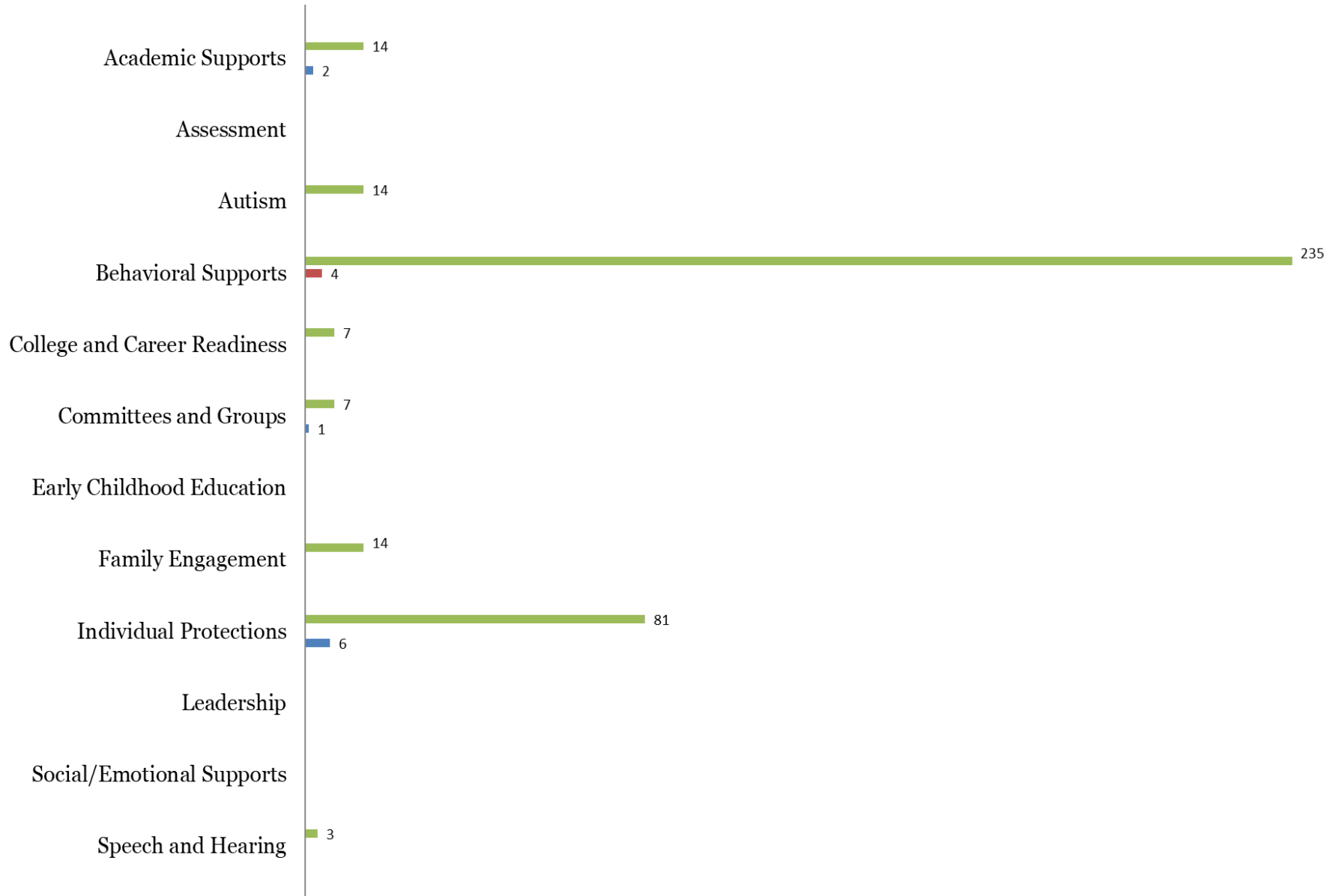
If you should have any questions, please contact me at (760) 955-3606 or by email at [linda.llamas@cahelp.org](mailto:linda.llamas@cahelp.org).

# DMCS PROFESSIONAL LEARNING PARTICIPATION SUMMARY

DECEMBER 2024 PARTICIPANTS= 9 REGIONAL, 4 ON-SITE; GRAND TOTAL 13

375 YEAR-TO-DATE PARTICIPANTS

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



**CAHELP PRESENTS**



The **2025 IMTSS SYMPOSIUM**

# **NO-DRAMA DISCIPLINE FOR EDUCATORS**

**10 Ways to Elevate Discipline and Changing  
Challenging Behaviors with the Brain in Mind**

**02.27.25**

**8AM - 4PM**

## **WHERE**

High Desert Church  
14545 Hook Blvd. Victorville, CA 92394

## **COST**

DMSELPA and DMCS members \$175  
Non-members \$250  
(includes continental breakfast and lunch)

## **REGISTRATION**

Please register online on OMS  
(URL: <https://sbcss.k12oms.org/52-253263>)

A full day symposium with two time  
New York Times Best Seller

**DR. TINA PAYNE BRYSON**

## **GET IN TOUCH**

[Letitia.Macaraeg@cahelp.org](mailto:Letitia.Macaraeg@cahelp.org)  
(760) 955-3552



PLEASE NOTE: By entering this event, you consent to be photographed and/or video recorded, and agree to the use of your image and likeness in CAHELP promotional materials, website content, and social media posts related to this event.

*California Association of Health and Education Linked Professions*



# WHAT TO EXPECT?

In this full day symposium, Dr. Bryson applies her “No-Drama Discipline” perspective to education. She will define the true meaning of the word discipline (to teach so that kids learn skills), and show us how to turn big feelings, big behaviors, and big problems into teachable moments.

By “chasing the why” and combining nurture and structure, you will see how behaviors change, relationships get stronger, and discipline becomes more effective. Participants will gain a better understanding of how kids change their behaviors, the role of the nervous system, and how to move kids from reactive into receptive states. She will also walk through the challenges we see on campus and help us approach from a brain-based lens.

Complete with candid stories and a great deal of compassion and humor, this presentation shows you how to effectively shift behaviors, while working with your students’ developing minds, peacefully resolve conflicts, and create an overall classroom and school culture based on positive, growing relationships.

## AGENDA

<b>TIME</b>	<b>EVENT</b>
<b>8:00 - 8:30 a.m.</b>	Registration and Breakfast
<b>8:30 - 8:45 a.m.</b>	Welcome and Introduction
<b>8:45 - 10:00 a.m.</b>	Dr. Bryson Presentation Begins
<b>10:00 - 10:15 a.m.</b>	Break
<b>10:15 - 11:30 a.m.</b>	Dr. Bryson Presentation Continued
<b>11:30 a.m. - 12:30 p.m.</b>	Lunch
<b>12:30 - 2:00 p.m.</b>	Dr. Bryson Presentation Continued
<b>2:00 - 2:15 p.m.</b>	Break
<b>2:15 - 3:30 p.m.</b>	Dr. Bryson Presentation Continued
<b>3:30 - 3:45 p.m.</b>	Closing
<b>3:45 - 4:00 p.m.</b>	Dr. Bryson Book Signing





## Heartfelt Parenting: Enhancing Your Child's Emotional Well-Being

Join us for a training session focused on empowering parents, caregivers, and educators with the tools and insights needed to care for children in a holistic and emotionally resonant way. Explore the core principles of heartfelt parenting, which emphasize emotional connection, empathy, and responsive caregiving. Learn how to build strong, trusting relationships with children and create a supportive and nurturing environment.

### Presented by:

Lindsey Yslas, LMFT, Trauma-Informed Care  
Lead Project Specialist

### Registration:

Please register [online on OMS](https://sbcss.k12oms.org/52-253583)  
(URL: <https://sbcss.k12oms.org/52-253583>)

### Cost:

Free to attend.

### Date & Time:

February 20, 2025  
CAC Reps Business Meeting  
4:30 - 5:00 p.m.  
Presentation 5:00 - 6:00 p.m.

### Location:

Virtual.  
A link will be sent out prior to the meeting.

### Special Accommodations:

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



# Orton-Gillingham Approach



This training prepares a teacher for implementing the Orton-Gillingham Approach in a classroom, small group, or 1:1 setting within a school.

The topics covered include:

- Dyslexia and reading disorders
- Rationale for structured literacy and the OG Approach
- Phonology and phonological awareness
- English orthography and writing process
- Basic and intermediate phonics
- Lesson planning and teaching materials
- History of English and introductory morphology
- Informal assessment and diagnostic teaching
- Accuracy, automaticity, and fluency

## Dates & Times:

March 3-7, 2025

- Synchronous:
  - 8:30 a.m. - 3:30 p.m.
- Asynchronously:
  - Independent work (webinars, reading, & quizzes)

## Location:

Virtual

Please note you will need a **non-school** Gmail account to access the course.

## Presented by:

Vanessa Silver, M.S., BCET, Fellow/OGA, SLDS/IDA

## Cost:

Members: \$275.00

Non-member participants: \$375.00

## Registration:

Please register online on OMS

<https://sbcss.k12oms.org/52-259508>

## Audience:

K-12 general education teachers, and K-12 special education teachers.

## Special Accommodations:

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



Email: [Cory.Lopez@cahelp.org](mailto:Cory.Lopez@cahelp.org)

Phone: (760) 955-3625

Address: 17800 Highway 18, Apple Valley, CA 92307

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# Optimizing SLP and SLPA Services: Key Insights from Empathy Interviews with Special Education Directors of DMSELPA and Charter SELPA

January 2025 - This endeavor was led by Iván Campos



## Overview

The following summary captures key insights from empathy interviews with 15 Local Education Agencies (LEAs) who participated, comprising 9 districts and 6 charter schools, both large and small within Desert Mountain SELPA (DMSELPA) and Desert Mountain Charter SELPA (DMCS). These insights provide a sampling of the current state of Speech-Language Pathologists (SLPs) and Speech-Language Pathology Assistants (SLPAs) in these LEAs as shared by their respective Special Education Directors. Included are successes, challenges, structural factors, and recommendations for improving the roles and contributions of SLPs and SLPAs (See Figure 1 for a summary).

## Key Successes

- Staffing and Personnel Management (6 mentions): Efforts to recruit, retain, and develop skilled SLP staff have been central to maintaining quality services and meeting increasing demands.
- Professional Development and Support (5 mentions): Continued investment in professional growth through training, conferences, mentorship, and incentives ensures SLPs and SLPAs stay current in their practice.
- Collaboration and Teamwork (4 mentions): Strong collaboration among SLPs, SLPAs, and school teams fosters a cohesive approach to student services, enhancing outcomes.
- Quality of Services and Student Success (4 mentions): Focused efforts on individualized student services and efficient processes have contributed to positive student outcomes.
- Supportive Administrative Leadership (3 mentions): LEA leaders have shown strong support for staffing and resource allocation.

## Key Challenges

- Staffing and Recruitment (7 mentions): Recruiting and retaining qualified SLP staff remains a significant challenge.
- Service Delivery and Workload (7 mentions): High caseloads and the increasing number of referrals create strain, making it difficult to meet student needs and maintain service quality.
- IEPs and Compliance (7 mentions): Ensuring proper IEP implementation and meeting legal compliance requirements remains an ongoing challenge.
- Virtual Services (4 mentions): Issues with teletherapy include a lack of cultural fit to the LEA and the challenge of maintaining effective supervision and service delivery remotely.
- Educational Understanding and Support (4 mentions): Gaps in school staff understanding of speech and language development, especially in early education and the impact of articulation on academics, resulting in high numbers of referrals for evaluation.



## Structural Factors Impacting SLP and SLPA Roles

- Pay and Compensation Disparities (4 mentions): SLPs face challenges related to underpayment compared to other staff, with no distinct pay scale or compensation for extra responsibilities like mentoring and supervision.
- Union and District Support (4 mentions): Tensions between union agreements and the unique needs of SLPs often result in insufficient support and collaboration.
- Tele-therapy / Virtual Service Challenges (3 mentions): Over-reliance on teletherapy creates challenges in both service delivery and maintaining local, in-person staffing levels.
- Workload Management and Multi-Tiered Systems of Supports (MTSS) (2 mentions): High caseloads at Tier 3 and a lack of appropriate support at Tier 1 and Tier 2 contribute to burnout and stress among SLPs.
- Legal and Contractual Gaps (1 mention): The absence of clear guidelines in union contracts for caseload limits creates challenges in balancing workloads.

## Innovation and Best Practices

- Workload Management and Distribution (5 mentions): Strategies such as weighted caseloads (i.e., student needs/placement, number of goals, service minutes, consultation, bilingual needs, AAC, etc.) and "overage SLPs" to handle caseloads beyond 55 have been effective in managing high demands.
- Professional Development (2 mentions): Mentorship for new hires, including Clinical Fellows (CFs) and waived SLPs, has proven effective in integrating new staff and improving service delivery. Mentors report progress three times per year to the special education director.
- Onboarding for New SLPs (2 mentions): New hires shadow veteran SLPs for one semester then are assigned caseloads.
- Training for Waivered SLPs (2 mentions): Waivered SLPs are not expected to assess until about their third year after completing coursework and fieldwork experience in assessment. The focus of these first two years is providing therapy services only.
- Use of Technology (1 mention): Developing onboarding guides for virtual SLPs and implementing data-informed practices have enhanced collaboration and service efficiency.
- Inclusive Practices (1 mention): Integrating SLP services into broader Student Study Teams (SSTs) has improved collaboration and student outcomes.



## Gaps and Areas for Improvement

- LEA Evaluation and Improvement of SLP/SLPA Policies (2 mention): There is a need for DMSELPA to provide support to LEAs in assessing current LEA SLP/SLPA policies to ensure they are effective and address emerging challenges in service delivery.
- Clarity in Professional Development (1 mention): Clearer guidelines for what professional development SLPs and SLPAs require per the California Commission on Teacher Credentialing (CTC), California Speech-Language Pathology & Audiology & Hearing Aid Dispensers Board (SLPAHADB), and American Speech-Language-Hearing Association (ASHA).
- Communication of SELPA Services (1 mention): Better communication around DMSELPA's role in professional development and the resources available to SLPs.

## Conclusion

The insights from these interviews reveal both strengths and areas for improvement within the member LEA SLP/SLPA community of DMSELPA and Charter SELPA. Key recommendations for enhancing the role of SLPs & SLPAs include addressing staffing and compensation challenges, improving workload management, fostering better union collaboration, streamlining virtual service delivery, and clarity in professional development required. By focusing on these priorities, LEAs can better support the SLP/SLPA community, ultimately leading to improved student outcomes and enhanced service delivery.

This report highlights the essential role that SLPs and SLPAs play in the educational landscape, while also identifying significant challenges that impact their ability to deliver high-quality services. Addressing issues such as staffing, compensation, workload management, and professional development, along with a focus on creating a supportive and collaborative environment, will help strengthen the SLP/SLPA workforce. By implementing these recommendations, LEAs can improve the experience for SLPs and SLPAs, leading to better student outcomes and a more effective educational system overall.

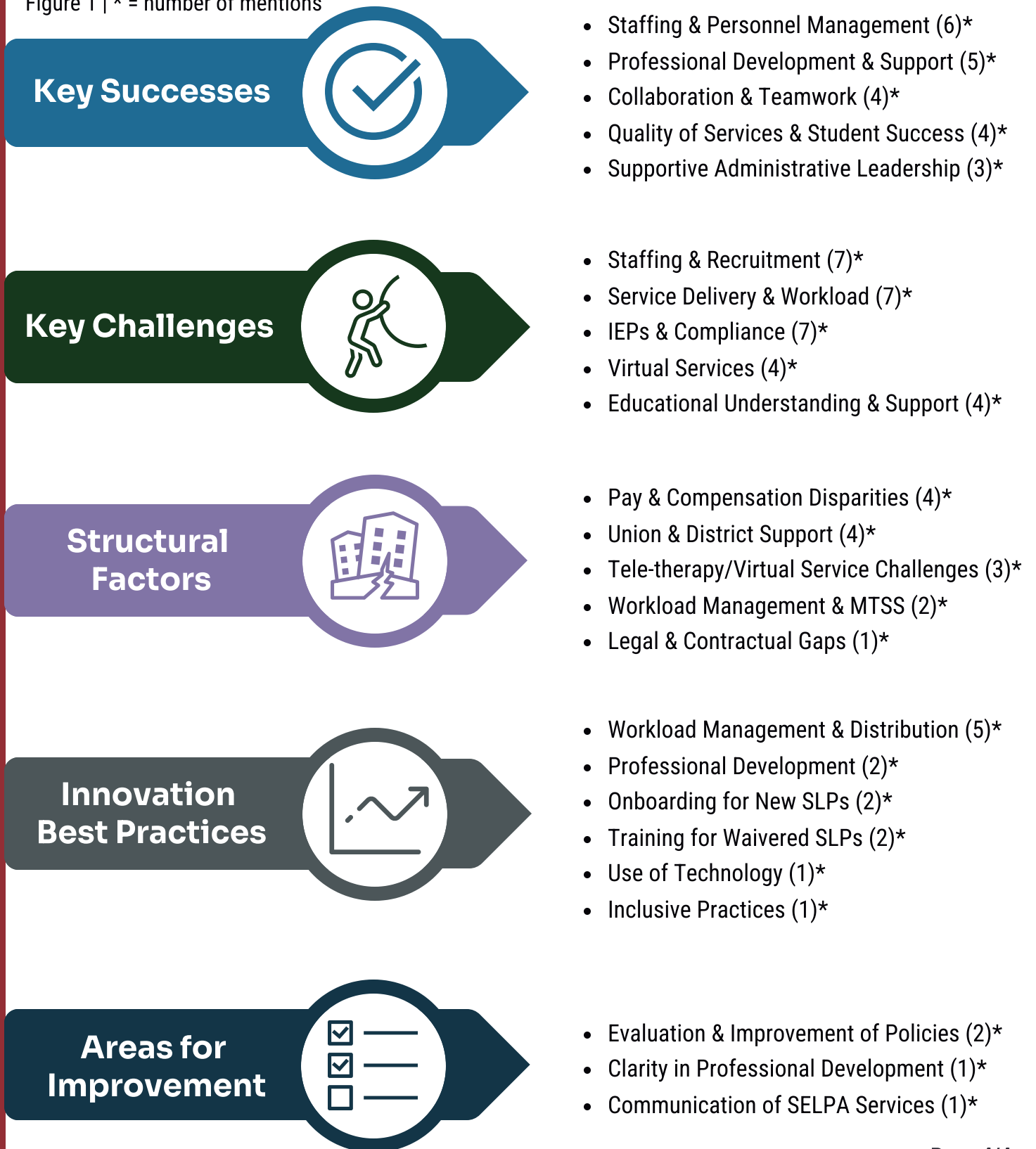
## Acknowledgements

Thank you to Heidi Chavez for her support throughout this process and most importantly the LEA special education directors who shared their experiences, thoughts, and feelings with us.





Figure 1 | \* = number of mentions



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

DISTRICT								CASE ACTIVITY FOR CURRENT YEAR							Filed on Parent
	19/20	20/21	21/22	22/23	23/24	24/25	Total	D/W	Resolution		Mediation		Hearing		
									Active	Settled	Active	Settled	Active	Decision	
Adelanto SD	3	3.5	4	6	5.5	5.5	27.5	0	1	2.5	0	2	0	0	0
Apple Valley USD	10	5	5	6	5	1	32	0	0	1	0	0	0	0	0
Baker USD	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0
Barstow USD	0	1	1	1	2	1	6	0	1	0	0	0	0	0	0
Bear Valley USD	0	1	1	1	2	0	5	0	0	0	0	0	0	0	0
Helendale SD	0	0	0	0	1	2	3	1	0	1	0	0	0	0	0
Hesperia USD	17.5	7	12	3	6.5	4	50	0	1	2	0	1	0	0	0
Lucerne Valley USD	0	0	0	0	0	0	0	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	2	0	1	2	3.5	0	8.5	0	0	0	0	0	0	0	0
Silver Valley USD	0	0	0	1	1	0	2	0	0	0	0	0	0	0	0
Snowline USD	7	2	3	1	6	6	25	2	2	2	0	0	0	0	0
Trona USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Victor Elementary SD	7	1	6	10	12.5	1	37.5	0	0	1	0	0	0	0	0
Victor Valley Union High SD	6.5	10	6	2	7	0	31.5	0	0	0	0	0	0	0	0
Desert/Mountain OPS	2	1	0	0	0	0.5	3.5	0.5	0	0	0	0	0	0	0
Excelsior Education Center	2	0	1	1	1	0	5	0	0	0	0	0	0	0	0
Health Sciences HS & MS	1	1	0	0	0	0	2	0	0	0	0	0	0	0	0
Lewis Center - AAE	1	1	0	1	1	0	4	0	0	0	0	0	0	0	0
Lewis Center - Norton	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0
<b>SELPA-WIDE TOTALS</b>	<b>59</b>	<b>33.5</b>	<b>40</b>	<b>35</b>	<b>56</b>	<b>21</b>	<b>244.50</b>	<b>3.5</b>	<b>5</b>	<b>9.5</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>

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, 2024 - December 31, 2024

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed.
1. HUSD Case no. 2024070096	1. Failure to asses in all areas of suspected disabilities (functional vision, ERMHS) 2. Goals not measurable.	7/2/2024	<del>7/11/2024</del> 7/16/2024		8/20-22/2024	For days that students can come to school, a scooter and wheelchair with aide to push will be available.  <b>CASE CLOSED - Resolution</b>	Functional Vision, Academic and cognitive with large print	academic tutoring - 80
2. SJUSD Case no. 2024070221	1. Failed to assess in all areas of suspected disabilities (Child find), 2. Goals not measurable, 3. Failed to assess in a timely manner, 4. Vague offer of FAPE	7/8/2024	7/16/2024		8/27-29/2024	District will reach out to Southern CA Diagnostic Center for evaluations per parent request  <b>Case Closed - Resolution</b>	FBA	Not to exceed \$18,000
3. Helendale Case no. 2024070128	1. Failed to assess in all areas of suspected disabilities. 2. No goals in all areas of need.	7/9/2024	7/22/2024		8/20-22/2024	Settlement Agreement on July 26, 2024  <b>Case Closed - Resolution</b>	Psychoed up to \$6,000	PTA -\$5700
4. HUSD Case no. 2024070745	1. Failing to offer and provide appropriate FAPE, 2. Impeded parent's ability to participate in decision-making	7/22/2024	<del>7/24/2024</del> 8/12/2024	9/10/2024	9/10-12/2024	District Assessments  <b>Case Closed - Mediation</b>		

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

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed.
5. AESD Case no. 2024070973	1. Failing to provide FBA or response per parent request, Failed to reassess (psychoed, SPL, OT), 2. Failed to provide PWN for refusal to grant parent request for 1:1, 3. Removed counseling services	7/25/2024	8/2/2024			District Assessments  <b>Case Closed: Resolution</b>		20 hours Counseling
6. AESD Case no. 2024080007	1. Fail to conduct Tri within timelines 2. Fail to offer services linked to needs 3. Fail to assess in all areas of suspected disability	7/31/2024	8/14/2024		9/17-19/2024	<b>Case Closed: Resolution</b>	academic tutoring - 85 hours, Behavior - 10, SL -30 hours, counseling - 30 hours	FBA, Psychoeducation
7. VESD Case no. 2024080457	1. Failure to assess in all areas of suspected disability (OT, AAC, Autism, ERMHS) 2. Failure to offer and provide appropriate related services (OT, S&L, Counseling) 3. Failure to provide placement in the LRE	8/13/2024	<del>8/21/2024</del> 9/4/2024	10/24/2024	12/3-5/2024	Request for district ERMHS assessment, increase of services in the IEP,  <b>CASE CLOSED - Resolution</b>	Psychoed	SAI - 75n hrs SPL- 35 hrs OT - 20 hrs

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

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed.
8. AESD Case no. 2024080915	1. Failure to provide appropriate placement and Services (OT, S&L, AT, Behavior) 2. Failure to address behaviors	8/23/2024	<del>9/3/2024</del> 9/11/2024		10/8-10/2024	Request to increase services and comp ed Complaint against DMOPS was withdrawn.  <b>CASE CLOSED - Resolution</b>		125 hours (speech, OT, behavior)
9. Helendale Case no. 2024090297	Case Dismissed. Helendale has no FAPE obligation. The Charter that was named does not belong to DM SELPA.	9/9/2024				Case Dismissed. Helendale has no FAPE obligation. The Charter that was named does not belong to DM SELPA.  <b>CASE CLOSED - Dismissed</b>		
10. SJUSD Case no. 2024091006	Alleges failure to offer Speech and Language, ESY, OT, Home ABA, Clinic Meetings, Parent Training, LRE Placement	9/26/2024	10/7/2024		11/13-14/2024	Request dismissal. Parent no longer hold Ed Rights.  <b>CASE CLOSED - Dismissed</b>		
11. SJUSD Case no. 2024091077	Alleges failure to offer Speech and Language, ESY, OT, PT, Accommodations, Home ABA, Clinic Meetings, Parent Training, LRE Placement	9/27/2024	10/7/2024		11/13-14/2024	Request dismissal. Parent no longer hold Ed Rights.  <b>CASE CLOSED - Dismissed</b>		

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

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed.
12. HUSD Case no. 2024100238	Failure to provide appropriate placement and services (OT,LAS, BIP, behavior, social/emotional) Failing to conduct appropriate assessments (OT. TISA)	10/7/2024	<del>10/17/2024</del> 11/1/2024	12/10/2024	11/26-27/2024	Very far apart on reaching settlement. Parent requesting reimbursement for private placement. Update: District Tri -assessments. Student will attend campus close to home in gen ed with 1:1. Increase SP&L, OT, and ERMHS.  <b>CASE CLOSED - Mediation</b>		Reading Intervention - 90 hours  Behavior Development - 26 hours  OT - 25 hours
13. AVUSD Case no. 2024100465	Failed to offer Student with sufficient language and speech (LAS) services including ESY Student's reading, writing, and math goal deficient Failing to report on Student's periodic progress	10/14/2024	<del>10/25/2024</del> 11/8/2024		12/3-5/2024	FBA and Comp Ed  <b>CASE CLOSED - Resolution</b>		SAI -90 hrs SPL- 40 hrs
14. AESD Case no. 2024100649	Failing to offer full time 1:1 Failing to offer BCBA, Reading Program, ERMHS, Social Skills, AT, establish new goals Failed to offer sufficient Language and Speech services	10/15/2024	10/23/2024		12/3-4/2024	Negotiating compensatory education  <b>CASE CLOSED - Resolution</b>		

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

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed.
15. AESD Case no. 2024100795	Child Find Failing to assess FBA, ERMHS	10/24/2024	11/7/2024		12/10- 12/2024	FBA, School counseling for 504 while assessments are being conducted  <b>CASE CLOSED - Resolution</b>		25 hours
16. AESD Case no. 2024110025	Denial of FAPE: Failed to assess in all areas of suspected disability Speech and Language ERMHS FBA	10/31/2024	11/15/2024	12/18/2024	2/11-13/2025	Request for IEE in Speech and ERMHS, Comp Ed, FBA		
17. SJUSD Case no. 2024110299	Denial of FAPE: Not receiving 1:1, OT services, Speech services, AAC services	11/12/2024	<del>11/20/2024</del> 11/19/2024		12/31/2024 & 1/2/2025	Student has IIS but not a dedicated "person" Investigating the service minutes and student need. UPDATE: Increase SP&L, OT, AAC training Same staff member for pick up /drop off  <b>CASE CLOSED - Resolution</b>		S&L - 4 hours  OT - 4 hours

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

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed.
18. HUSD Case no. 2024110351	Denial of FAPE; Appropriate placement within LRE Insufficient goals/ accommodations Unclear written offer of FAPE Implement ESY with no consent Failure to provide SPL goals, behavior intervention and aide Failure to conduct FBA /BIP/ERMHS	11/12/2024	<del>11/22/2024</del> 11/25/2024		12/31/2024 & 1/2/2025	Confusion with placement Difference of opinion for requirement of aid. Requesting clear offer of FAPE, comp ed, ESY, aide, district evaluations, update BIP		
19. AESD Case no. 2024110649	Denial of FAPE: Failed to adequately evaluate in all areas of suspected disability Failed to provide services in LRE. Failed to provide appropriate services and accommodations (behavioral goals, social-emotional skills, social communication and language, sensory integration, transportation) Lack of parental participation	11/18/2024	11/26/2024		1/7-9/2025	Resolution rescheduled to 11/26 Requesting ESY, Comp Ed, social skills group, supplemental sensory assessment and sensory chairs. Opposing counsel on medical prior to holiday.		



**Desert Mountain SELPA**  
**Legal Expense Summary**  
As reported at steering December 13, 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	\$680,992.26
2024-2025	\$166,317.49

**Desert Mountain SELPA & Charter SELPA  
California Department of Education (CDE) Compliance  
January 2025**

**Annual Determination Letters**

**February 2025** – Annual determination letters will come out earlier than in previous years, so that LEAs have more time to complete Compliance and Improvement Monitoring Activities (CIM).

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

Progress Report #3 due **July 10, 2025** (for the reporting period January 1, 2025–June 30, 2025)

**STEP FOUR: Implementation and Monitoring  
Intensive-Progress Reports**

Progress Report #5 due **April 10, 2025** (for the reporting period January 1, 2025- March 30, 2025)

**Cyclical Monitoring for Small LEAs Cycle B: 2024**

CYCLE B - PARTICIPANTS

La Verne Elementary Academy Preparatory, Leonardo Da Vinci Health Sciences Charter, Mojave River Academy-Oro Grande, Mojave River Academy-Route 66, Mountain View Montessori, Odyssey Charter School, Taylion High Desert Academy

*Cyclical Monitoring Self Review Activities*

- *Assessment of Infrastructure*
- *Policy and Procedure Review (PPR)*
- *Student Record Review (SRR)*

**Due: February 28. 2025**

Desert Mountain SELPA  
2024-2025 Non-Public School Placement Report

	January				February				March				April				May				June			
	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL
Adelanto	13	1		14																				
Apple Valley	14	1	11	26																				
Baker																								
Barstow	8	2		10																				
Bear Valley	1			1																				
Helendale																								
Hesperia	18	1	3	22																				
High Tech High																								
Lucerne Valley	3	1		4																				
Needles																								
Oro Grande																								
Silver Valley	4			4																				
Snowline	7		1	8																				
Trona																								
Victor Elem	7			7																				
VVUHSD	22	2	4	28																				
<b>TOTALS</b>	<b>97</b>	<b>8</b>	<b>19</b>	<b>124</b>																				
2023-24 Totals	81	11	22	114	83	10	23	116	90	10	26	126	93	10	24	127	98	10	23	131	98	10	23	131
2022-23 Totals	76	5	8	89	80	5	10	95	79	5	13	97	79	4	14	97	83	7	18	108	81	8	17	106
2021-22 Totals	77	4	11	92	77	4	11	82	75	4	9	88	77	5	7	89	80	5	6	91	77	5	5	87
2020-21 Totals	82	7	16	104	83	3	18	104	82	3	18	103	83	5	17	105	82	5	13	101	82	5	13	101
2019-20 Totals	76	7	18	101	76	8	15	99	78	7	16	101	78	7	15	100	77	7	16	100	75	6	16	97
2018-19 Totals	56	18	10	84	63	15	10	88	66	15	13	94	76	13	15	103	81	12	17	110	82	12	17	111

Desert Mountain SELPA  
2024-2025 Non-Public School Placement Report

	July				August				September				October				November				December			
	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL
Adelanto	10	1		11	10	1		11	9	1		10	9	1		10	12	1		13	12	1		13
Apple Valley	11	1	13	25	11	1	13	25	12	1	11	24	14	1	11	26	13	1	13	27	13	1	13	27
Baker																								
Barstow	8	1		9	8	1		9	8	1		9	9	1		10	9	1		10	8	1		9
Bear Valley	1			1	1			1	1			1	1			1	1			1	1			1
Helendale																								
Hesperia	14	1	2	17	14		2	16	17		4	21	16		4	20	17	1	4	22	18	1	4	23
Lucerne Valley	2	1		3	2	1		3	2	1		3	3	1		4	3	1		4	3	1		4
Needles																								
Oro Grande																								
Silver Valley	3			3	3			3	3			3	4			4	4			4	4			4
Snowline	10		2	12	10		2	12	9	1		10	8	1		9	9	1		10	9	1		10
Trona																								
Victor Elem	7		1	8	7		1	8	6	1		7	7			7	7			7	7			7
VVUHSD	23	2	2	27	23	2	2	27	22	2	3	27	23	2	4	29	22	2	4	28	21	2	5	28
<b>TOTALS</b>	<b>89</b>	<b>7</b>	<b>20</b>	<b>116</b>	<b>89</b>	<b>6</b>	<b>20</b>	<b>115</b>	<b>89</b>	<b>6</b>	<b>20</b>	<b>115</b>	<b>94</b>	<b>5</b>	<b>21</b>	<b>120</b>	<b>97</b>	<b>7</b>	<b>22</b>	<b>126</b>	<b>96</b>	<b>7</b>	<b>23</b>	<b>126</b>
2023-24 Totals	78	8	16	102	78	8	15	102	78	7	14	100	66	8	25	99	68	9	21	98	76	10	20	106
2022-23 Totals	70	5	6	81	70	5	6	81	70	6	9	85	75	6	11	92	73	6	8	87	75	5	9	89
2021-22 Totals	83	4	8	95	82	4	8	94	80	4	10	94	80	4	9	93	80	4	9	93	78	5	10	93
2020-21 Totals	78	6	16	100	69	6	15	90	81	4	18	103	80	4	18	102	80	4	17	101	83	4	17	104
2019-20 Totals	80	11	19	110	74	11	16	101	73	8	17	98	74	8	19	101	75	8	19	102	75	8	19	102
2018-19 Totals	56	18	10	84	63	15	10	88	66	15	13	94	76	13	15	103	81	12	17	110	82	12	17	111
2017-18 Totals	32	17	5	54	30	16	5	51	33	16	6	55	30	17	5	51	21	17	6	44	23	17	5	45

8.9 Special Education Information system (SEIS) Update

No materials, verbal report only

8.10 Desired Results Developmental Profile (DRDP) Update

No materials, verbal report only

8.11 California Longitudinal Pupil Achievement Data System (CALPADS) Update

No materials, verbal report only



## Transition Planning for All Students

This course is specifically designed to provide participants with an overview of the legal mandates and ethical requirements necessary to meet IDEA transition mandates for students with disabilities age 16 and older. An emphasis will be placed on transition services including the Individual Transition Plan (ITP), legal mandates, age appropriate assessments, measurable postsecondary and annual goals. Using the person-centered planning process, participants will learn how to generate student profiles essential in the required planning of postsecondary goals.

### Presented by:

Bobbie Taylor, Project Manager  
Isaac Medina, Project Manager

### Date & Time:

February 6, 2025  
Training time 9:00 a.m. - 12:00 p.m.

### Location:

Virtual training, a link will be sent to each participant prior to the training date. This training may be recorded.

### Cost:

There is no cost for this training.

### Registration:

Please register [online on OMS](https://sbcss.k12oms.org/52-247073)  
(URL: <https://sbcss.k12oms.org/52-247073>).

### Audience:

Special education teachers, general education teachers, counselors, administrators, psychologists, and other interested support staff who work with the middle school and high school student populations.

### Special Accommodations:

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





## Fundamentals of Restorative Practices

This training is a 2-day hybrid model where each day of training requires 2 hours of pre-work to be completed before the 8 hour in person training. Materials will be sent out a week prior to the first day of training. Restorative Practices are a continuum of research-based informal and formal strategies to develop community in schools where adults do things WITH youth rather than TO or FOR them. As a prevention and intervention approach to discipline, restorative practices provide an alternative to suspension and can integrate into a school's multi-tiered system of behavioral and social emotional supports. In this training, participants will learn practical strategies to build strong, healthy relationships and community through the Restorative Practices Continuum.

Day 1 (4 hours): Introduction to Restorative Practices: Learn practical strategies to build strong, healthy relationships and community. Learn to use affective statements and questions for impromptu restorative conversations.

Day 2 (4 hours): Using Circles Effectively: Discover how to optimally utilize circles for community building, social-emotional development, problem solving, and academics.

### Presented by:

Craig Cleveland, Prevention and Intervention Specialist

### Dates & Times:

January 29-30, 2025

Training time 8:00 a.m. - 12:00 p.m.

### Location:

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

### Cost:

Desert Mountain SELPA and Charter SELPA  
Members \$75.00

Non-member participants \$125.00

### Registration:

Please register [online on OMS](https://sbcss.k12oms.org/52-238202)  
(URL: <https://sbcss.k12oms.org/52-238202>)

### Audience:

Special education teachers, general education teachers, paraprofessionals, site administrators, and district administrators.

### Special Accommodations:

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





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

 (760) 552-6700  
 (760) 242-5363  
 [www.cahelp.org](http://www.cahelp.org)

## MEMORANDUM

Date: January 16, 2025  
To: Directors of Special Education  
From: Codi Anderson, Occupational/Physical Therapy Supervisor

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**Subject: Occupational and Physical Therapy Reports**

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Attached are the occupational and physical therapy Current Students Direct Services reports by district.

If you have any questions concerning either report, please contact me at (760) 955-3659 at [Codi.Andersen@cahelp.org](mailto:Codi.Andersen@cahelp.org)

# Multitudes

Bridging Science and Education **UCSF**

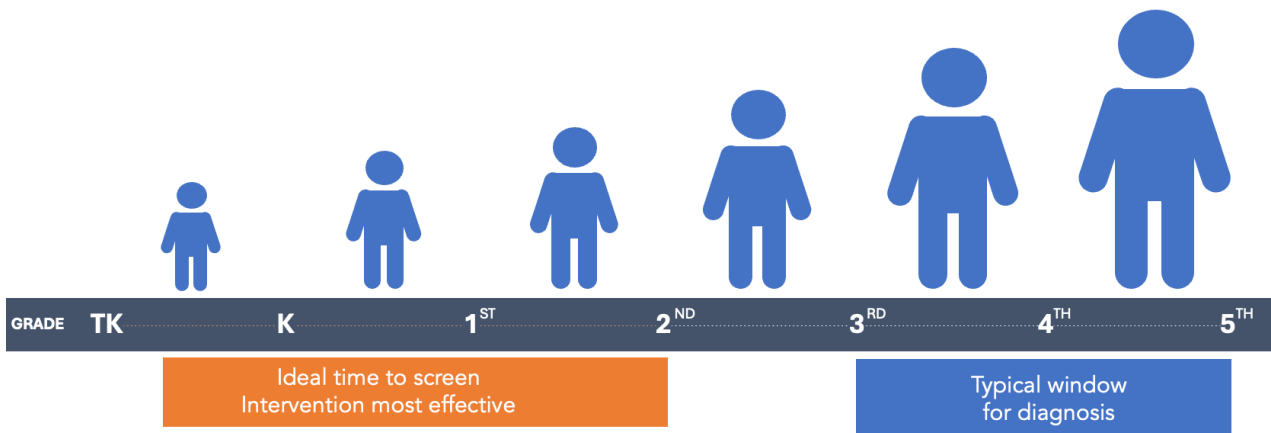
A universal reading screener and platform  
created with and for California's students

# Table of Contents

- Multitudes: a brief history
- Creating a screener WITH and FOR California students
- Multitudes screener and platform overview
- Adoption roadmap
- Follow-up, resources and opportunities

# California legislation Senate Bill 114

Signed into law July 10, 2023, by Governor Newsom



Local educational agencies will assess each pupil for risk of reading difficulties including dyslexia in **kindergarten, grade 1, and 2** using the adopted screening instrument, commencing no later than the 2025–26 school year and **annually** thereafter.



UCSF | **Multitudes**



Our multidisciplinary team translates the latest neuroscience discoveries into practice to support transformational change in literacy outcomes, educational equity, and brain health.

Research

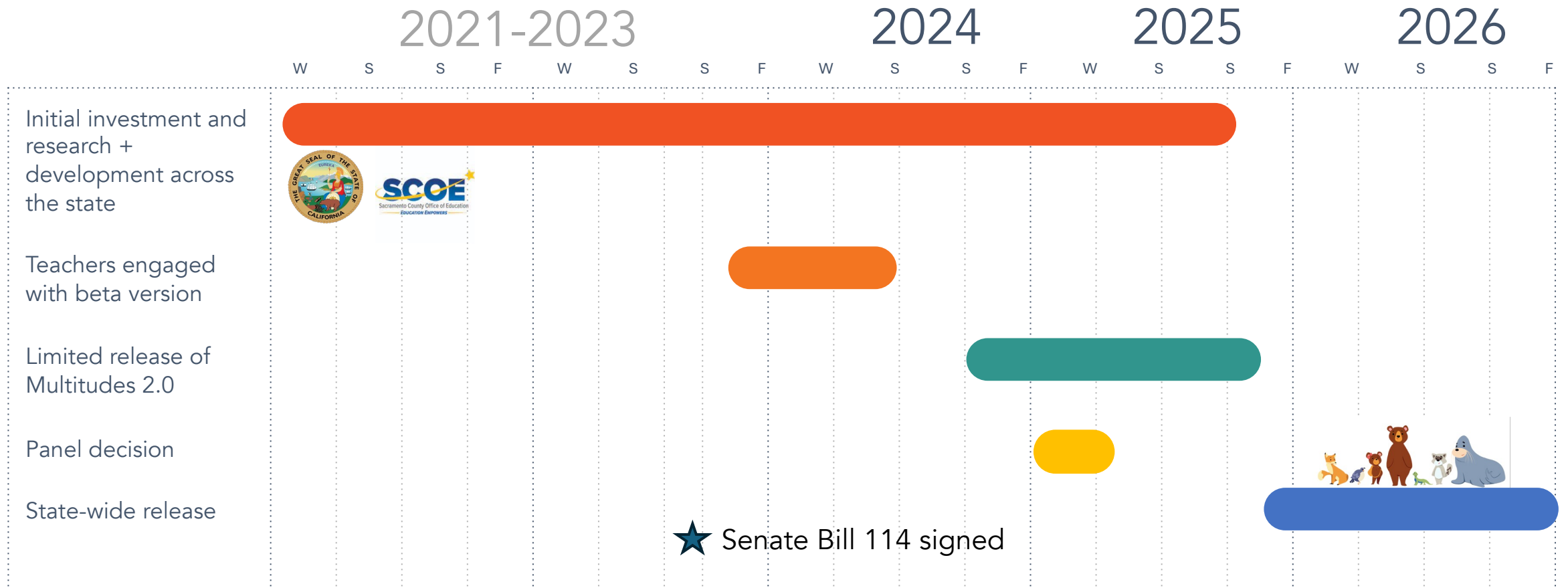
Care

Education

Technology

Policy / Justice

# UCSF | Multitudes Research → Release Timeline



UCSF

# Multitudes



Translates the latest findings into useful tools for educators

**neuroscience based**

**multilingual learners**

Fair and accurate measurement to support equitable reading outcomes for all

Embraces the many variations in dialect, culture and region that enrich our state

**culturally affirming**

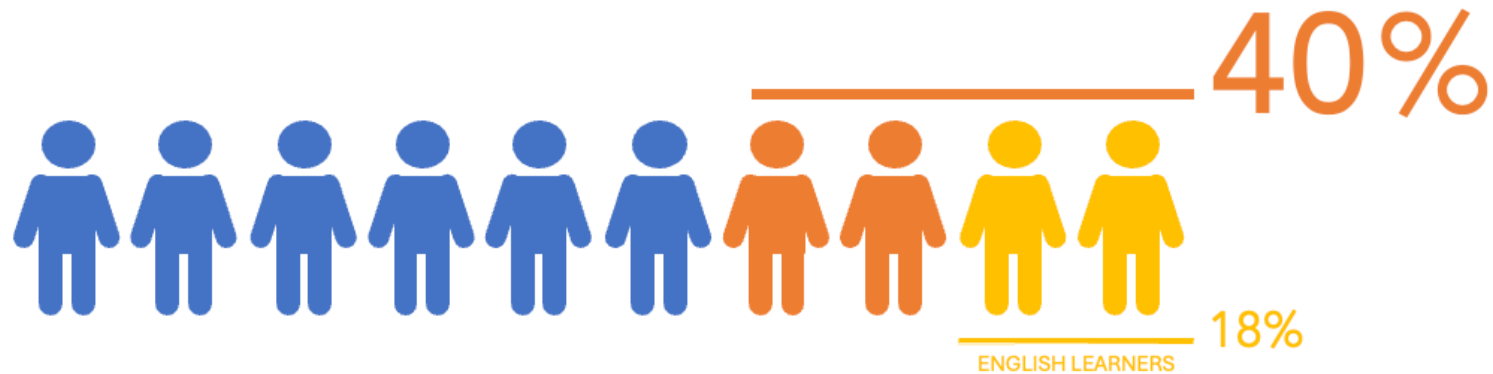
**free for all CA public schools**

Every student can expect the best in early literacy screening for reading challenges

# Multilingual Learners

**Forty percent** of California Public School Students report speaking a language other than or in addition to English at home.

This includes the eighteen percent of students identified as English learners.



**Eighty percent** of English Learners in California are native Spanish speakers.

Multitudes was developed in PARALLEL for both English and Spanish-speaking students.

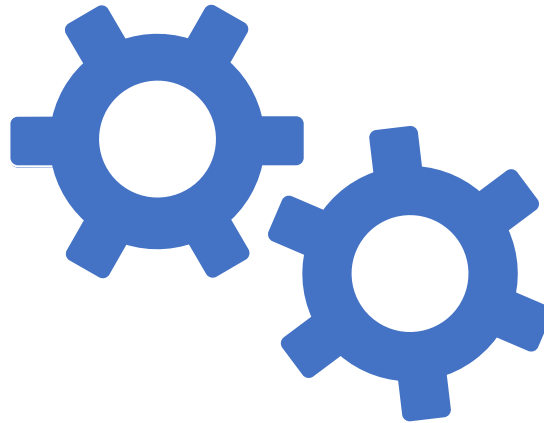
# Culturally + Linguistically Affirming

## DEMOGRAPHIC SAMPLE



Geographic + demographic representation of California with more than 15000 unique students (~25 to 40% EL)

## MEASUREMENT DEVELOPMENT



Parallel measure development in English + Spanish. Inclusion of oral language measures. Careful selection of items

## WORKFORCE DIVERSITY



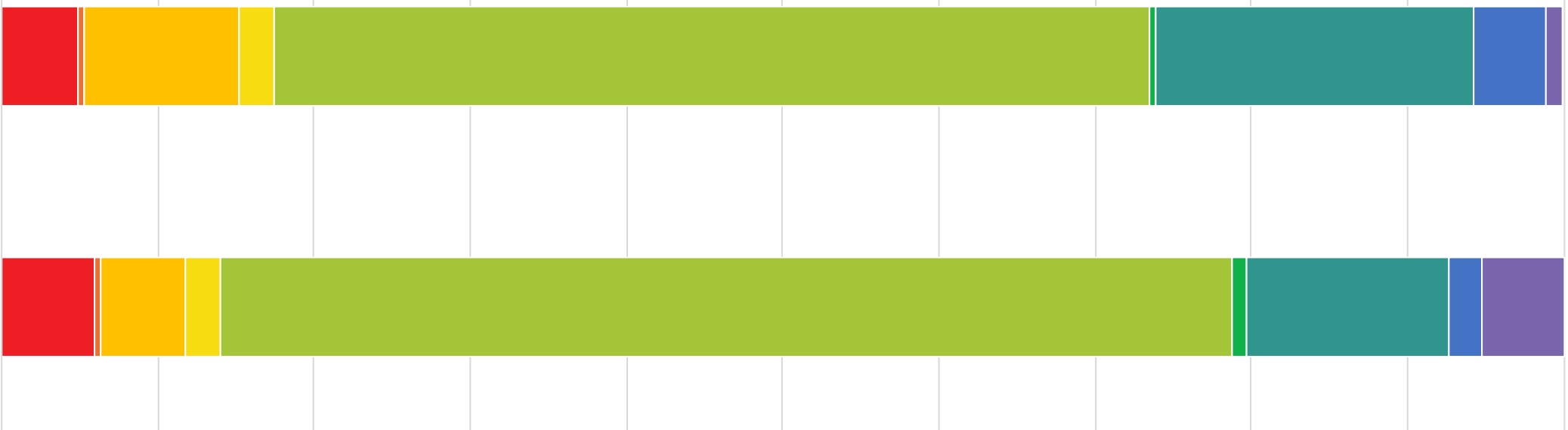
Local, native speakers, who recognize and appreciate students' cultural and linguistic differences.

# Representing CA



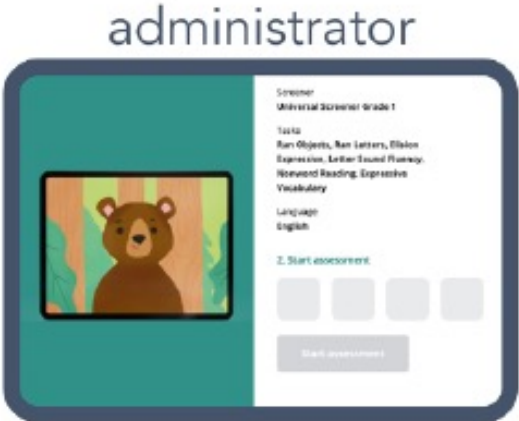
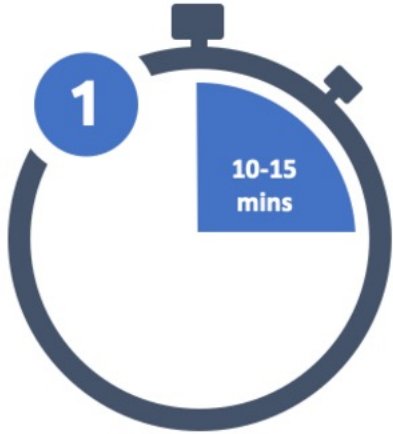
CA Public School

Multitudes



- African American not Hispanic
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Pacific Islander
- White not Hispanic
- Two or More Races Not Hispanic
- None Reported

# Screening with **Multitudes**



# Task selection

- ✓ The most **informative** tasks for reading development for both English and Spanish
- ✓ **Accurate** for both English-only and Multilingual Learners
- ✓ Includes **predictors** for reading difficulties and dyslexia
- ✓ Minimal administration **time** with the highest reliability

LANGUAGE

PHONOLOGICAL AWARENESS

ALPHABETIC KNOWLEDGE

READING & SPELLING

PROCESSING SPEED

AUDITORY SHORT-TERM MEMORY

VISUAL-SPATIAL PROCESSING

**K**

Risk identification

Expressive Vocabulary  
RAN Objects  
Letter Naming Fluency  
Elision Receptive

**1st**

Risk identification

Expressive Vocabulary  
Word Reading  
RAN Objects  
Letter Sound Fluency

**2nd**

Risk identification

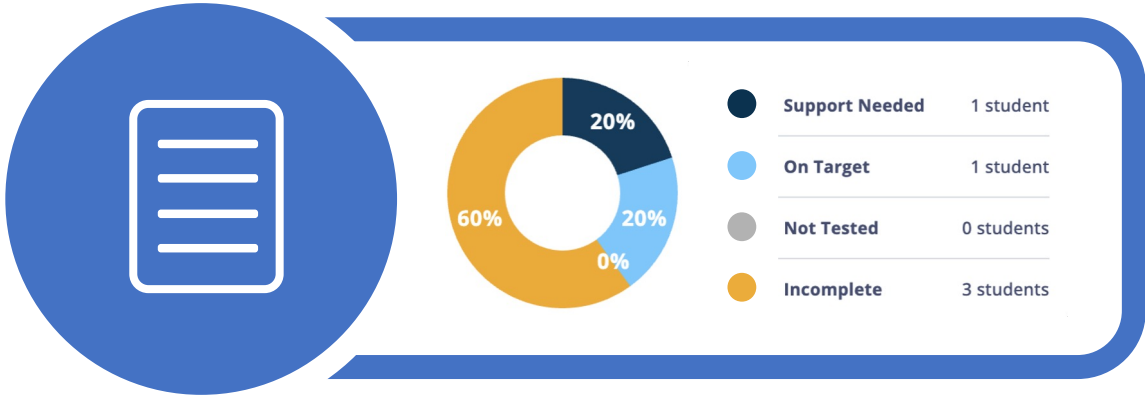
Expressive Vocabulary  
Word Reading  
RAN Letters  
Spelling

# Multitudes Platform Today

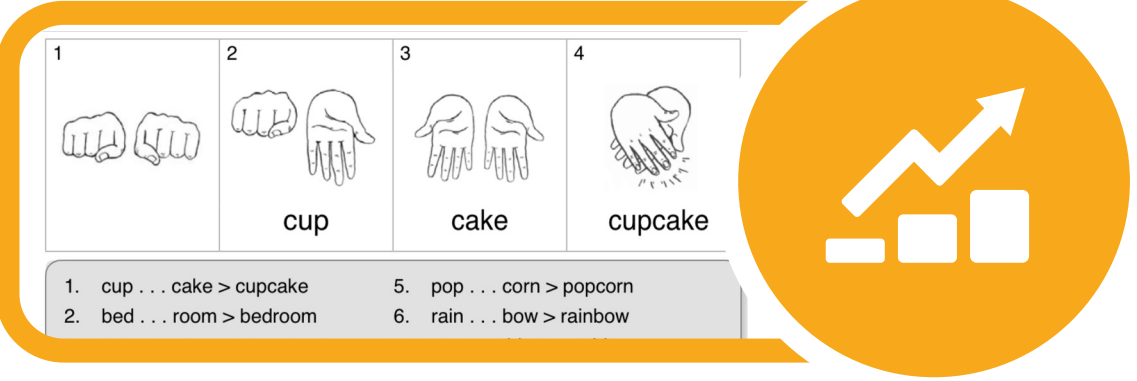
## SCREENING



## REPORTING



## INTERVENTION



## PROFESSIONAL DEVELOPMENT



# Class Results

**Display results of:**  
 School: **George Moscone Elementary** Class: **Ms. Robbins - Grade K** Language: **English**

**How to read my results?**

**Universal screener results** ● Support needed ● On target ● Incomplete

The Universal Screening score is a composite score that takes in to account the results from each of the Universal Screening task

**Task level results** ● Support needed ● Some support needed ● On target ● Incomplete

The Task Level results shows where a student falls within the distribution of scores for an individual task.

**Universal screener results**

● Support needed	3 students
● On target	2 students
● Incomplete	2 students
● Not tested	5 students

Student Name ↑↓	Universal Screener ↑↓	Expressive Vocabulary	RAN Objects	Letter Naming Fluency	Elision Receptive
Chase Costa	●				
Elijah Stephenson	●				
Christian Nichols	●				Incomplete
Melissa Hale	●		Incomplete		
Maria Perez	●				
Sarina Mills	●				
Miley Robbins	●	Not tested	Not tested	Not tested	Not tested



# Individual Results

← Go back to class results

Display results of:

Screener: **Universal Screener** Language: **English**

Export PDF

### Child's Results

Teacher Name - Class

Universal Screener

Support needed

● Support needed ● Some support needed ● On target

### English

#### Language

Expressive Vocabulary

Completed



#### Processing Speed

Rapid Automatized Naming Objects

Completed



#### Alphabet Knowledge

Letter Naming Fluency

Completed



#### Phonological Awareness

Elision Receptive

Completed



# Resources

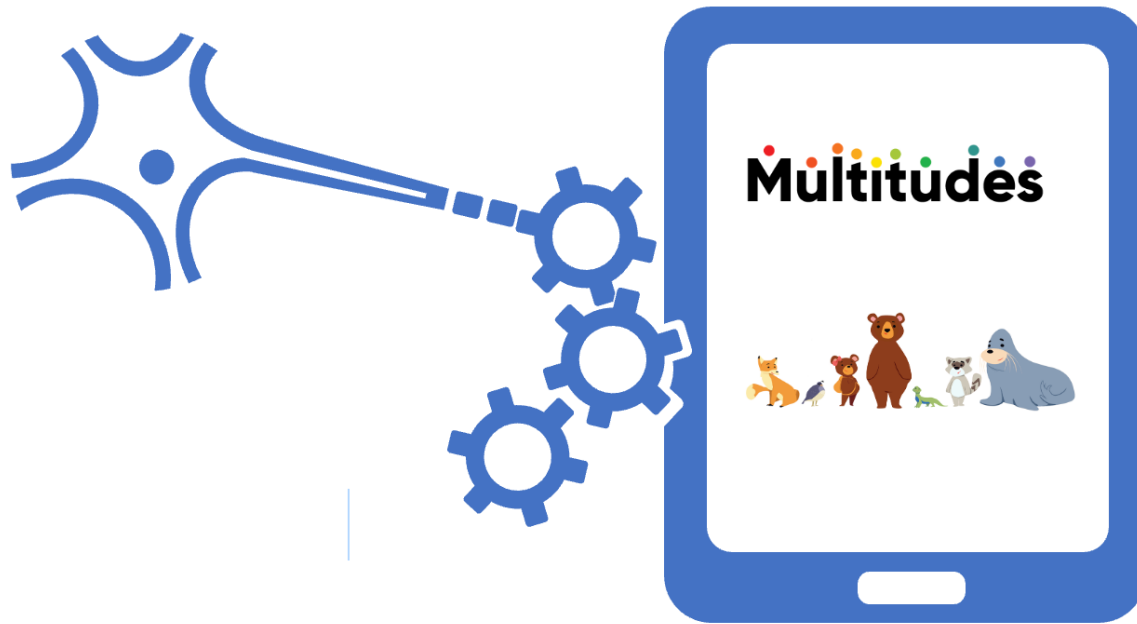
Training, professional development, interventions

The screenshot displays the 'Resources' page of the Multitudes platform. At the top, there is a navigation bar with 'UCSF Multitudes', 'Class Dashboard', 'Results', and 'Resources' (highlighted). A user profile for 'Testing@Example.Org Educator' is visible in the top right. Below the navigation is a blue header with a back arrow and the text 'Resources'. A dark blue banner contains a 'Reminder!' stating that the platform is in Beta and part of an active UCSF research project. The main content area is titled 'Full Resources Library' and features a search bar and three filter dropdowns: 'Domain' (set to 'All'), 'Instructional Group Size' (set to 'All Groups'), and 'Intervention Type' (set to 'All'). Underneath, there is a section for 'Action Resources' with a grid of six resource cards:

- Mirror, Mirror** (Phonological awareness): Identifying positioning of the mouth, lips, and teeth with isolated... (All Groups, Activity)
- Phoneme Fun** (Phonological awareness): Blend sounds together to form words using your hand and arms (All Groups, Activity)
- Rhyme Time** (Phonological awareness): Matching a picture and /or producing a word that rhymes with a given wo... (All Groups, Accommodation)
- Syllable Smash** (Phonological awareness): Blend syllables to form words using
- Word Building** (Decoding): Word building is sequences of words,
- Linking Sounds to Letters** (Decoding): Letter sound identification



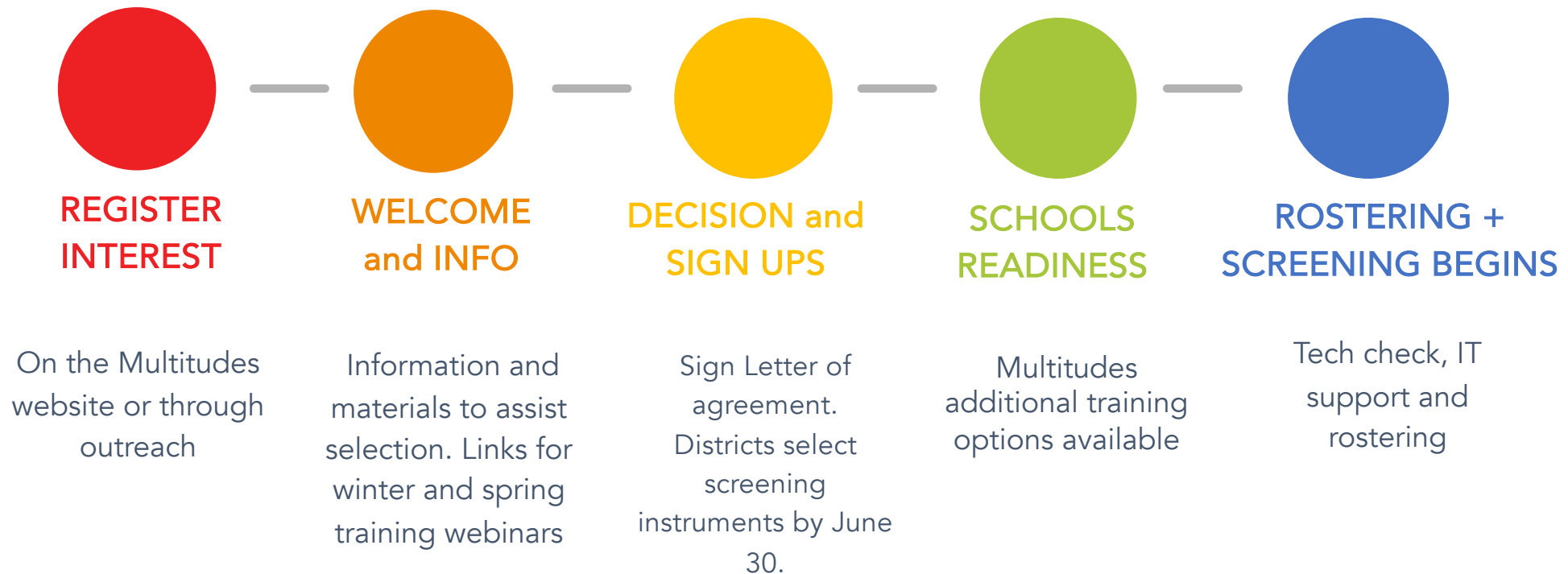
# Relevant features for adoption



- DIGITAL WEB-BASED SCREENING**  
compatible with your devices
- INSTANT RESULTS AND REPORTING**
- INTEGRATES WITH CLEVER AND CLASSLINK**
- FERPA AND COPPA COMPLIANT**
- ALIGNED WITH MTSS**

# UCSF Multitudes Adoption

A roadmap for districts



# Training + Professional Development



Why Choose  
Multitudes?

Introductory Webinars  
Jan 8, Jan 22, Feb 5, Feb 19



Your  
Multitudes  
Questions  
Answered

1:1 free info sessions with  
Multitudes educators



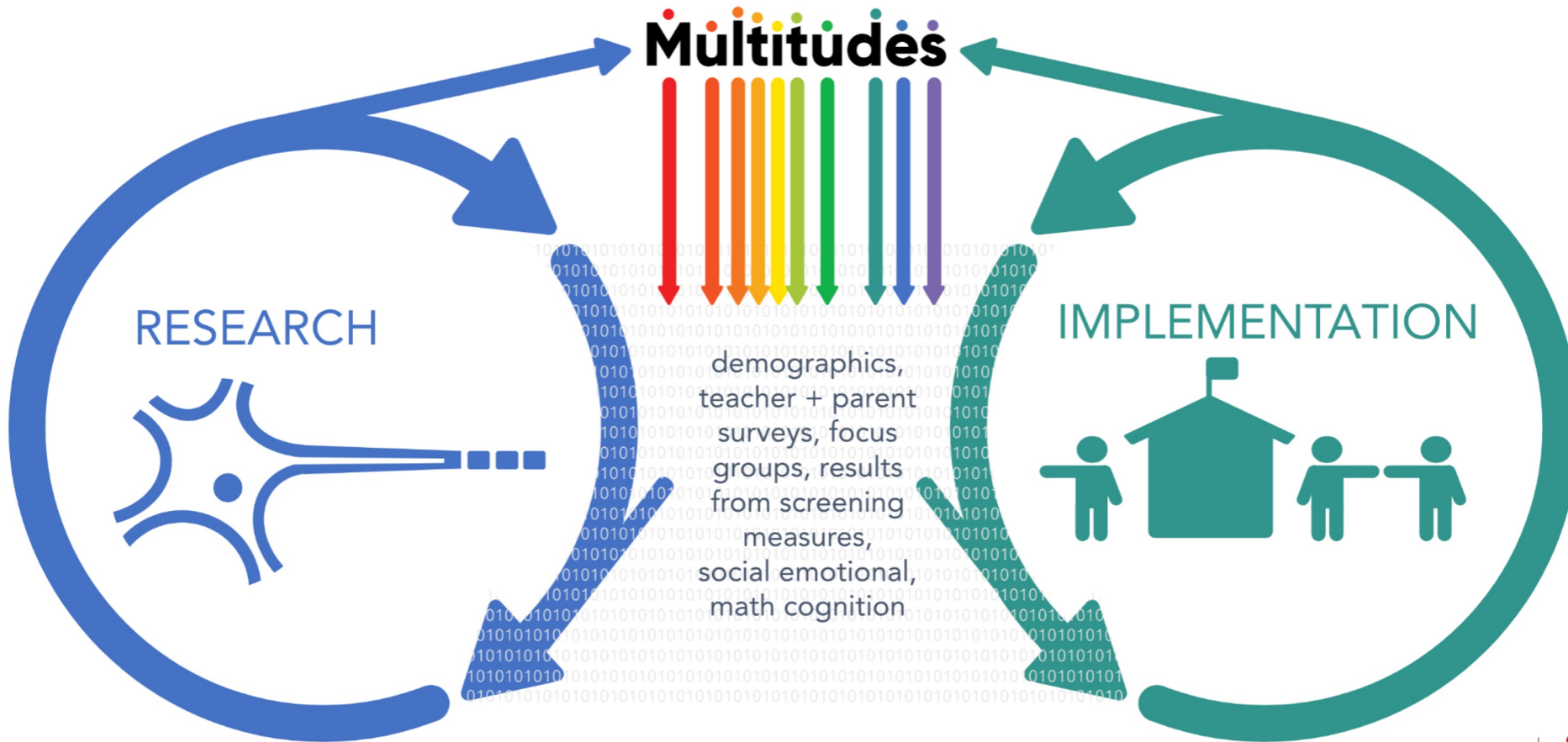
Multitudes  
Platform +  
Screening  
Overview

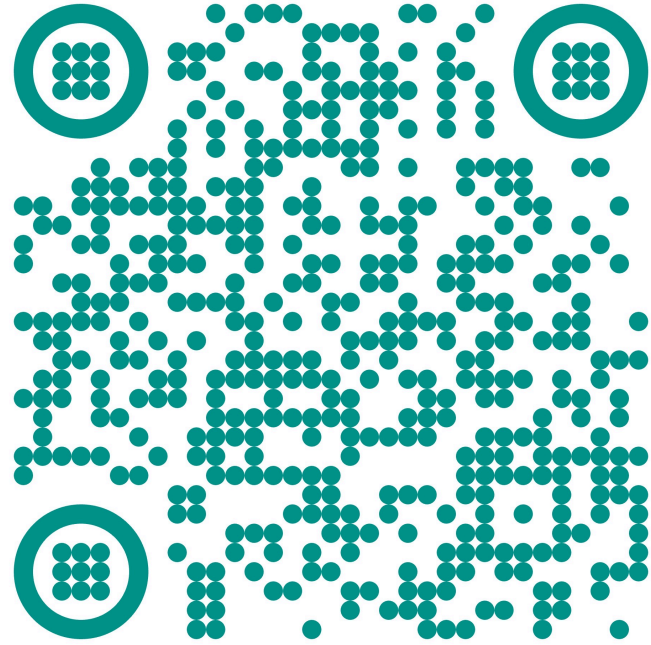
Free training webinars for  
Multitudes adopters

Asynchronous training available in a variety of formats for all adopters.  
Additional, targeted training available upon request for a fee.

# Dynamic Optimization

We leverage **NEUROSCIENCE RESEARCH** to unlock every child's **POTENTIAL**



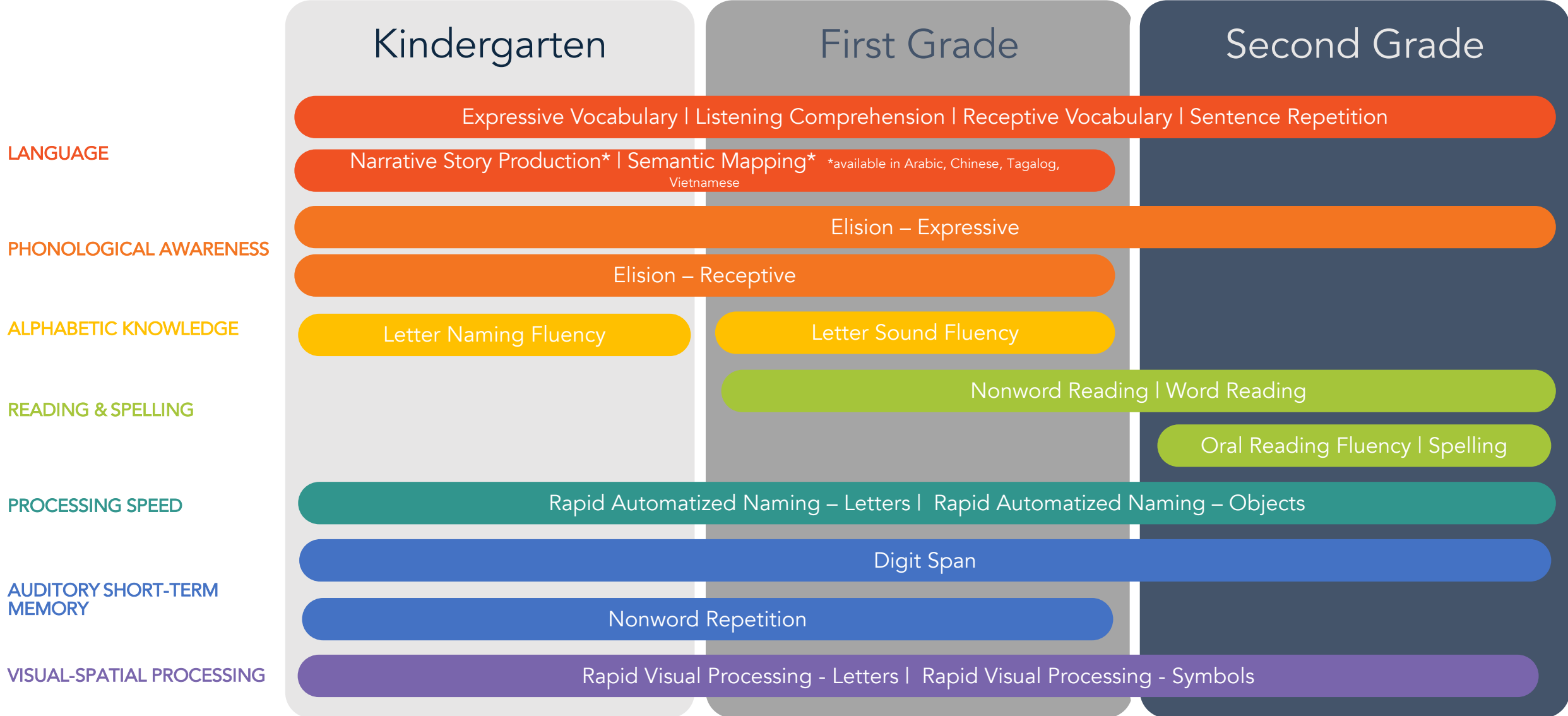


Thank you for being part of our community!

**Multitudes**

# APPENDIX

# Available in English and Spanish



## Universal screener for ALL

### Risk identification (10')

Expressive Vocabulary  
RAN Objects  
Letter Naming Fluency  
Elision Receptive

## For students at risk

### Required follow up (5-8')

Listening Comprehension  
Sentence Repetition  
RAN Letters

## Additional tasks for all

### Descriptive assessment

Elision Expressive  
Narrative Story Production  
Nonword Repetition  
Rapid Visual Processing  
Semantic Mapping  
Digit Span

## Universal screener for ALL

### Risk identification (10')

Expressive Vocabulary  
Word Reading  
RAN Objects  
Letter Sound Fluency

## For students at risk

### Required follow up (5-8')

Elision Expressive  
Sentence Repetition  
RAN Letters

## Additional tasks for all

### Descriptive assessment

Elision Receptive  
Listening Comprehension  
Narrative Story Production  
Nonword Reading  
Nonword Repetition  
Rapid Visual Processing  
Semantic Mapping  
Digit Span

## Universal screener for ALL

### Risk identification (10')

Expressive Vocabulary  
Word Reading  
RAN Letters  
Spelling

## For students at risk

### Required follow up (5-8')

Oral reading Fluency  
Elision Expressive  
Sentence Repetition

## Additional tasks for all

### Descriptive assessment

Listening Comprehension  
Nonword Reading  
RAN Objects  
Rapid Visual Processing  
Digit Span  
Letter sound fluency

## Upcoming Trainings

Date/Time	Event	Location
1/21/2025 9:00 AM - 11:00 A	AUTHORIZED CALIFORNIA PBIS EXTERNAL REVIEWER (ACER) 2.0 - AM SESSION	DMESC
1/21/2025 1:00 PM - 3:00 PM	AUTHORIZED CALIFORNIA PBIS EXTERNAL REVIEWER (ACER) 2.0 - PM SESSION	DMESC
1/21/2025 9:00 AM - 10:30 A	AUTISM COLLABORATIVE (AM SESSION 3)	ZOOM
1/21/2025 2:30 PM - 4:00 PM	AUTISM COLLABORATIVE (PM SESSION 3)	ZOOM
1/21/2025 2:30 PM - 4:00 PM	PHYSICAL THERAPY PROFESSIONAL LEARNING COLLABORATIVE	DMESC
1/22/2025 8:30 AM - 3:30 PM	WEARING TWO HATS: DUALY-IDENTIFIED CHILDREN: WORKING EFFECTIVELY WITH ENGLISH LEARNERS WITH SPECIAL NEEDS	DMESC
1/23/2025 8:30 AM - 3:30 PM	CPI NON-VIOLENT CRISIS INTERVENTION	DMESC
1/23/2025 8:30 AM - 11:30 A	SCHOOL PSYCHOLOGISTS' COMMITTEE MEETING- LEVERAGING AI IN THE FIELD OF SCHOOL PSYCHOLOGY	DMESC
1/23/2025 8:00 AM - 12:00 PM	SEIS TRAINING (EVENT ID# 260174)	VIRTUAL
1/23/2025 -	SEIS TRAINING (EVENT ID# 260174)	VIRTUAL

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

## Upcoming Trainings

Date/Time	Event	Location
1/24/2025 8:30 AM - 3:30 PM	CPI NON-VIOLENT CRISIS INTERVENTION FLEX-BLENDED	DMESC
1/24/2025 8:30 AM - 12:30 PM	EMPOWERMENT THROUGH COLLABORATION: CROSS TRAINING FOR SUCCESS	DILC
1/24/2025 12:30 PM - 2:30 PM	HOW TO SUPPORT AND SHAPE POSITIVE BAHAVIOR IN GENERAL AND SPECIAL EDUCATION CLASSROOMS FOR EALRY CHOLDHOOD EDUCATORS	VIRTUAL
1/29/2025 8:00 AM - 12:00 PM	FUNDAMENTALS OF RESTORATIVE PRACTICES	DMESC
1/29/2025 8:00 AM - 2:00 PM	PBIS TEAM TRAINING - TIER 2 IMPLEMENTATION - DAY 5 - AESD	AESD
1/30/2025 8:00 AM - 2:30 PM	PBIS TEAM TRAINING - TIER 2 IMPLEMENTATION - DAY 5 - AESD	AESD
1/31/2025 1:00 PM - 4:00 PM	EARLY CHILDHOOD SPECIAL EDUCATION BRIDGE AUTHORIZATION TRAINING	VIRTUAL
2/1/2025 -	CO-TEACHING: POWER OF TWO SELF-PACED OVERVIEW	VIRTUAL
2/1/2025 8:00 AM - 4:30 PM	ECSE: PRESCHOOL TO TK/KINDER TRANSITION PLANNING AND ASSESSMENT (SELF-PACED COURSE)	VIRTUAL
2/1/2025 -	TISA: DETERMINING THE NEED AND WORKING EFFECTIVELY WITH INTENSIVE SUPPORTS	ONLINE

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

## Upcoming Trainings

Date/Time	Event	Location
2/4/2025 9:00 AM - 11:00 A	AUTHORIZED CALIFORNIA PBIS EXTERNAL REVIEWER (ACER) 2.0	RCOE - CONF. CENTER
2/6/2025 8:00 AM - 2:30 PM	PBIS TEAM TRAINING - TIER 2 IMPLEMENTATION - DAY 5 - AESD	AESD
2/11/2025 1:00 PM - 4:00 PM	MILD MODERATE SUPPORT NEEDS AND EXTENSIVE SUPPORT NEEDS BRIDGE AUTHORIZATION TRAINING	VIRTUAL
2/12/2025 3:30 PM - 6:30 PM	MILD MODERATE SUPPORT NEEDS AND EXTENSIVE SUPPORT NEEDS BRIDGE AUTHORIZATION TRAINING	VIRTUAL
2/13/2025 1:00 PM - 4:00 PM	EARLY CHILDHOOD SPECIAL EDUCATION BRIDGE AUTHORIZATION TRAINING	VIRTUAL
2/18/2025 8:30 AM - 3:30 PM	CPI NON-VIOLENT CRISIS INTERVENTION	WEESC
2/19/2025 8:30 AM - 3:30 PM	CPI NON-VIOLENT CRISIS INTERVENTION FLEX-BLENDED	WEESC
2/19/2025 8:00 AM - 11:00 A	MILD MODERATE SUPPORT NEEDS AND EXTENSIVE SUPPORT NEEDS BRIDGE AUTHORIZATION TRAINING (A.M.)	VIRTUAL
2/19/2025 12:00 PM - 3:00 PM	MILD MODERATE SUPPORT NEEDS AND EXTENSIVE SUPPORT NEEDS BRIDGE AUTHORIZATION TRAINING (P.M.)	VIRTUAL
2/21/2025 12:00 PM - 2:00 PM	SPECIAL EDUCATION DIRECTORS' TRAINING	DMESC

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