

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

AGENDA

February 21, 2025 – 9:00 a.m.

TELECONFERENCE LOCATIONS:

Baker Valley Unified SD – 72100 School House Lane, Baker, CA 92309

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

Needles Unified SD – 1600 Washington St., Needles, CA 92363

Trona Joint Unified SD – 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 February 21, 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 January 17, 2025, Desert Mountain SELPA Steering and Finance Committee Meeting Minutes.

6.0 PRESENTATIONS

6.1 SBCSS State Preschool Program

Nancy Cruz, Senior Manager, SBCSS, will present information on the State Preschool Program.

7.0 FINANCIAL COMMITTEE ITEMS

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7.1 2024-25 2nd Interim Projections with Prior Year Comparisons

Kayla Gewirtz will review the 2024-25 2nd Interim Projections with Prior Year Comparisons.

7.2 2024 Fall Pupil Count

Kayla Gewirtz will review the 2024 Fall Pupil Count.

7.3 2024-25 Low Incidence Fund

Kayla Gewirtz will discuss the 2024-25 Low Incidence Fund.

8.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

8.1 Budget Process

Pam Bender will review the State Budget process from January through June.

8.2 Legislative Update

Pam Bender will provide Legislative Updates.

8.3 Charter School Risk Pool Flow Chart

Pam Bender will discuss Charter School Risk Pool Flow Chart.

8.4 Credentials Bridge Authorization Update

Pam Bender will remind Steering members about the Credentials Bridge Authorization.

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

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

8.6 [Professional Learning Opportunities](#)

Heidi Chavez will review Professional Learning Opportunities.

8.7 Resolution Support Services Summary and Update

Sheila Parisian will review Resolution Supports Services Summary and Update.

8.8 Compliance Update

Dr. Peggy Dunn will provide a Compliance Update.

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8.9 Non-Public Schools Updates

Dr. Peggy Dunn will provide Non-Public Schools Updates.

8.10 California Longitudinal Pupil Achievement Data System (CALPADS) Update

Colette Garland will provide a CALPADS Update.

8.11 Desired Results Developmental Profile (DRDP) Update

Colette Garland will provide a DRDP Update.

8.12 Special Education Information System (SEIS) Update

Colette Garland will provide a SEIS Update.

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.

9.0 INFORMATION / ACTION ITEMS

9.1 Follow up to Dyslexia Screeners

Pam Bender will review information on the Dyslexia Screeners.

9.2 Upcoming Trainings

Pam Bender will review the Upcoming Trainings.

10.0 STEERING COMMITTEE MEMBERS' COMMENTS / REPORTS

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.

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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, March 21, 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.

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DESERT MOUNTAIN SELPA MEMBERS PRESENT:

Academy of Academic Excellence/Norton Sciences and language Academy – Marcelo Congo, Adelanto Elementary SD – Dr. Amber Best, Apple Valley Unified SD – David Wheeler, Bear Valley Unified SD – Leigh Anne Drake, Desert/Mountain Operations – Stephanie Hedberg, Excelsior Charter Schools – Oscar Torres, Health Sciences High School & Middle College – Bryan Dale via zoom, Helendale SD – Dr. Chantell Butler, Hesperia Unified SD – Eric Land, Lucerne Valley Unified SD – Vici Miller, Needles Unified SD – Jamie Wiesner via zoom, Oro Grande SD – Scott Heitman, Snowline Joint Unified SD – Pam De Renard, Trona Joint Unified SD – Nicole Yeager via zoom, Victor Elementary SD – Dr. Tanya Benitez, Victor Valley Union High SD – Larry Brunson

GUESTS PRESENT:

Rebecca Workman via zoom - Trona Joint Unified SD, Director of Business Services, Lisa Loop – Victor Elementary SD Director of Fiscal Services, Dr. Penny Tharpe – Desert/Mountain Operations Coordinating Principal, Shannon Garibay – Hesperia Unified SD Coordinator of Special Services, Angelina Darnold – SBCSS Fiscal Analyst II

CAHELP, DM SELPA, AND DMCC STAFF PRESENT:

Pam Bender, Kayla Gewirtz, Linda Llamas, Heidi Chavez, Sheila Parisian, Dr. Peggy Dunn, Colette Garland, Deborah Sarkesian, Codi Andersen, Danielle Côté, Guille Robles-Burgos, Isaac Medina, Iván Campos, Jennifer Rountree, Jennifer Sutton, Dr. Karina Quezada, Linda Rodriguez, Lisa Nash, Maurica Manibusan, Misty Ubina, Miya Narvaiz-Ward, Rory Hazen, Agustina Garcia, Veronica Rousseau, Thomas Flores

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 9:05 a.m., at the Desert Mountain Educational Service Center, Apple Valley CA.

2.0 ROLL CALL

3.0 PUBLIC PARTICIPATION

No public participation.

4.0 ADOPTION OF THE AGENDA

4.1 **BE IT RESOLVED** that a motion was made by Leigh Anne Drake, seconded by David Wheeler, to approve the January 17, 2025, Desert Mountain SELPA Steering and Finance Committee Meeting Agenda as presented. The motion carried on the following vote: 16:0:0. Ayes: Marcelo Congo, Dr. Amber Best, David Wheeler, Leigh Anne Drake, Stephanie Hedberg, Oscar Torres, Bryan Dale, Dr. Chantell Butler, Eric Land, Vici Miller, Jamie Wiesner, Scott Heitman, Pam De Renard, Nicole Yeager, Dr. 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

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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 Stephanie Hedberg, seconded by David Wheeler, to approve the following Consent Item as presented. The motion carried on the following vote: 16:0:0. Ayes: Marcelo Congo, Dr. Amber Best, David Wheeler, Leigh Anne Drake, Stephanie Hedberg, Oscar Torres, Bryan Dale, Dr. Chantell Butler, Eric Land, Vici Miller, Jamie Wiesner, Scott Heitman, Pam De Renard, Nicole Yeager, Dr. Tanya Benitez, and Larry Brunson. Nays: None. Abstentions: None.

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

6.0 PRESENTATIONS

6.1 Outreach Team

A video of events the Outreach Team and CAHELP volunteers was shared. Planning for these events begins in September offering an opportunity to give back to our community and families. DMCC Clinicians identify families who could use some extra help during the holiday season, gifts are collected, and events are organized. There were many businesses that participated in helping provide 630 children with gifts this year including Art Junkies tattoo Studio.

CAHELP Outreach Team shared trainings they provide including Promoting Adult/Family 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, Special Education 101, and Taming Your Wiggles and Giggles Through Sensory Strategies to name a few.

The Outreach Team brochure was provided.

7.0 FINANCIAL COMMITTEE ITEMS

7.1 2025-26 Governor's Budget

The Governor's budget is projecting a 2.43% COLA. AB602 funding will increase to \$918.68 per pupil; Low Incidence increase to \$3,777.73 per eligible pupil; Regionalized Services increase of \$20.48; Educationally Related Mental Health Services increase of \$82.92.

7.2 AB602 Charter Payments

AB602 invoices are sent to SBCSS every 2 months; it takes approximately 2 weeks for checks to be sent. July through October should have been processed. For missing payments, contact Kayla Gewirtz.

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7.3 Federal Grant Funding (3310-3312)

Report 5 for Federal funding is due on January 31, 2025. Districts are asked to provide the reports to Sam Barker by January 21, 2025.

7.4 Accounting Codes

Thomas Flores explained how services in SEIS are reconciled with DMCC services provided to students. Once identified, services are checked to ensure code 525 is being used. Codes 510 and 515 are often used instead of 525. Clinicians are asked to update the code to 525 at the students' next IEP team meeting. A list of those needing updates will be provided with the monthly invoices.

8.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

8.1 Charter School Supports

Encore met on January 2nd and chose to close on January 9th, affecting over 600 students. Excelsior, Riverside Prep, and others have opened their doors to offer orientation for students to go to their sites if possible. Hesperia Unified School District's board has voted to have an extra graduation for the seniors so they could graduate with their class. All Superintendents are very supportive.

CAHELP will be putting together a policy and procedure for schools that close mid-year.

Aveson School of Leaders, Odyssey Charter-South, and Pasadena Rosebud have been lost to fires. They are asking for assistance with assessments and protocols.

8.2 Legislative Updates

8.2.1 Committee Members have been assigned at the State level:

- Senate Education Committee – two are from our area.
 - Senator Rosilicie Ochoa Bogh (R-Yucaipa), Vice-Chair
 - Senator Eloise Gomez Reyes (D-San Bernardino)
- Senate Budget Sub-Committee No. 1 on Education
 - Senator Rosilicie Ochoa Bogh (R-Yucaipa), Vice-Chair
- Senate Appropriations Committee – no one in our area

8.2.2 Legislative Calendar provided in the materials was reviewed highlighting that the last day for bills to be introduced is February 21, 2025.

8.3 Credentials Bridge Authorization Update

Three informational meetings were held with Human Resources and Special Education Directors in attendance. It is the responsibility of the HR Department to work with the Special Education Directors

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to notify those eligible to attend the training. It is important that Heidi speak with district HR departments to ensure they understand what the requirements are and their role in the process. District HR Departments and Special Education Directors should have received the flyers.

8.4 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. If there are concerns about clinicians assigned to your sites, please let Linda know so it can be resolved. If you would like to give us information about staff doing well, that too is helpful.

8.5 [Professional Learning Opportunities](#)

In December, 308 participants attended trainings/workshops, 172 attended on-sites, and 138 participated in regional trainings. For the year, 5,007 staff have participated in trainings, with 3,296 attending on-sites and 1,711 attending regional trainings.

The iMTSS Symposium is being held on February 27th 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.

Orton-Gillingham Approach Training presented by Vanessa Silver is being held virtually, on March 3-7, 2025, from 8:30 am to 3:30 pm. The cost is \$275 for our members and \$375 for non-members. [Flyer](#) can be found on our website.

Iván Campos interviewed 15 LEAs (9 Districts and 6 Charters) in August, September, and October of 2024. He shared the summary of the Optimizing SLP and SLPA Services Key Insights from the Empathy Interviews with Special Education Directors of DM SELPA and Charter SELPA.

8.6 Resolution Support Services Summary and Update

There have been 21 filings for this school year so far. Formal mediations tend to minimize the cost of legal expenses.

The breakdowns are:

81% due process

11% Formal Mediations

8% ADR

Primary Disabilities

41% Autism

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4% Child Find
14% ID
4% not eligible
18% OHI
14% SLD
5% VI

Ethnicity

45% Hispanic
18% White
32% African American
5% African Indian

Grades

4% K
9% 1st
14% 2nd
4% 3rd
4% 5th
23% 6th
4% 7th
14% 8th
14% 9th
5% 10th
5% 11th

Placement

45% General Education Pull Out
4% HHI
5% Mild/Mod
5% Mild/Mod Push-In GE Math
14% Mod/Severe
5% NPS
9% County
4% County Preschool
9% General Education

Reasons

45% services
14% Assessment
9% Assessment Services
4% Child Find
5% Eligibility
5% Filed on Parent
18% Placement.

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At 10:23 Eric Land left the meeting.

8.7 Compliance Update

The Annual Determination Letter will be coming in February.

Targeted Progress #2 assurances form was signed and submitted to CDE in accordance with the deadline. Report #3 is due July 10, 2025.

Intensive Progress Report #5 is due April 10, 2025.

Cyclical Monitoring for Small LEAs Cycle B is due February 28, 2025.

Those in Prong II Review have been notified with a list of records to be reviewed. Three Districts have already completed it and CDE found those to be compliant.

8.8 Non-Public Schools Update

Currently there are 124 students SELPA wide in non-public schools.

A discussion regarding Non-Public School concerns, placement options, and contracts took place.

8.9 Special Education Information System (SEIS) Update

February 21, 2025, is the SEIS Training for Directors. Open Forums are open to everyone.

8.10 Desired Results Developmental Profile (DRDP) Update

DRDP information due date has been extended to January 24, 2025.

8.11 California Longitudinal Pupil Achievement Data System (CALPADS) Update

Final certification is January 24, 2025. A help ticket can be submitted for an extension due to the impact of the fires.

8.12 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.

8.13 Prevention and Intervention (P&I) Updates

The two-day 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, at

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Desert Mountain Educational Service Center from 9:00 am to 11:00 am or 1:00 pm to 3:00 pm. All those previously certified are no longer certified and must go through the training again. For more information, contact Deborah Sarkesian.

8.14 Occupational and Physical Therapy Services Reports and Updates

The Physical Therapy Professional Learning Collaborative will be held on January 21, 2025, from 2:30 pm to 4:00 pm at no cost. Districts are encouraged to continue requesting on-sites for transportation trainings.

8.15 SBCSS 114 – Dyslexia Screening Mandate

Senate Bill 114 was signed into law on July 10, 2023, requiring students K-2 screening for reading difficulties, including those at risk for Dyslexia. T-K students are exempt from this requirement.

A panel was appointed to provide a list of approved screening instruments. This list was submitted on December 17, 2024, and identifies the tools that school districts can use for screening purposes.

By June 30, 2025, Local Educational Agencies (LEAs) must choose at least one of the screening instruments from the panel's list. This selection must be made during a public board meeting.

Starting in the 2025-26 school year, LEAs are required to screen students in K-2 annually using the chosen instrument(s). This screening will continue each year unless a parent opts their child out in writing.

LEA's may choose when it is appropriate to assess. Students enrolling after the assessment window must be assessed 45 days from the time of enrollment. LEA's have 15 days to send notifications to families with the process, purpose, and opt out option. Results to be made available to parents in the language of the parent in a timely manner, but not to exceed 45 calendar days from the date the assessment was administered.

These instruments are not to be used as a way of qualifying students for special education.

The selected tools are:

Title	Organization	Grades	Languages
Amira	Amira Learning with Houghton Mifflin Harcourt	K, 1 st , 2 nd	English Spanish
mClass and mCLASS Lectura	Amplify Education	K, 1 st , 2 nd	English Spanish
Multitudes	University of California San Francisco	K, 1 st , 2 nd	English Spanish
ROAR (Rapid Online Assessment of Reading)	Stanford University Brain Development and Education Lab	1 st , 2 nd	English

The costs of each instrument was provided. The QR codes for the Sacramento County Office of

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Education website and the California Literacy website were provided.

9.0 INFORMATION / ACTION ITEMS

9.1 Upcoming Trainings

Trainings in the meeting materials were shared. Other training flyers will be emails to this body.

10.0 STEERING COMMITTEE MEMBERS' COMMENTS / REPORTS

There were no Steering Committee Members' comments or reports.

11.0 CEO COMMENTS

The Encore closure was reviewed and discussed.

Discussion took place regarding concerns with NPS placements as well as lack of options for students who need more significant supports. Committee discussed and agreed to have those interested in creating a sub-committee to discuss NPS's. Pam will send out an email to set up a date for those interested.

12.0 MATTERS BROUGHT BY THE PUBLIC

There were no matters brought by the public.

13.0 ADJOURNMENT

BE IT RESOLVED that a motion was made by Vici Miller, seconded by Pam De Renard to adjourn the Desert Mountain SELPA Steering and Finance Committee Meeting at 11:25 am. The motion carried on the following vote: 15:0:0. Ayes: Marcelo Congo, Dr Amber Best, David Wheeler, Leigh Anne Drake, Sephanie Hedberg, Oscar Torres, Bryan Dale, Dr. Chantell Butler, Vici Miller, Jamie Wiesner, Scott Heitman, Pam De Renard, Nicole Yeager, Dr. Tanya Benitez, Larry Brunson. Nays: None. Abstentions: None

The next regular meeting of the Desert Mountain SELPA Steering Committee will be held on Friday, March 21, 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.

STATE PRESCHOOL PROGRAM

Senior Manager, Nancy Cruz
909-387-8517
nancy.cruz@sbcss.net



1

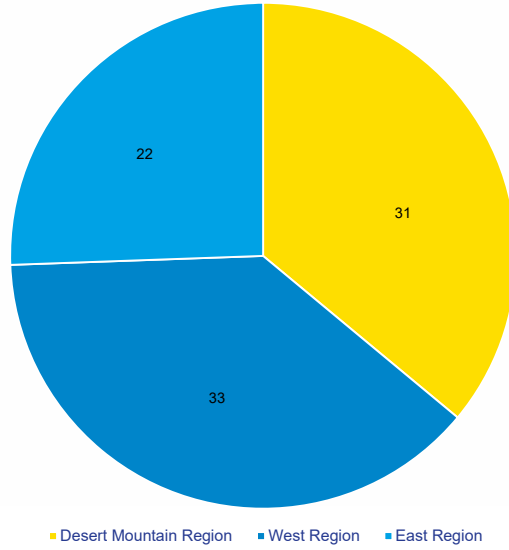
EXCEPTIONAL NEEDS

- CDE [MB 23-02](#)
- **Categorical Eligibility:** Establishes categorical eligibility for children with exceptional needs.
- **Least Restrictive Environment (LRE):** Emphasizes the requirement that children with exceptional needs be educated in the least restrictive environment
- **Enrollment Requirements:** Sets aside enrollment slots specifically for children with exceptional needs.
- **Enrollment Priority:** Prioritizes enrollment for children with exceptional needs.



2

ENROLLMENT DATA



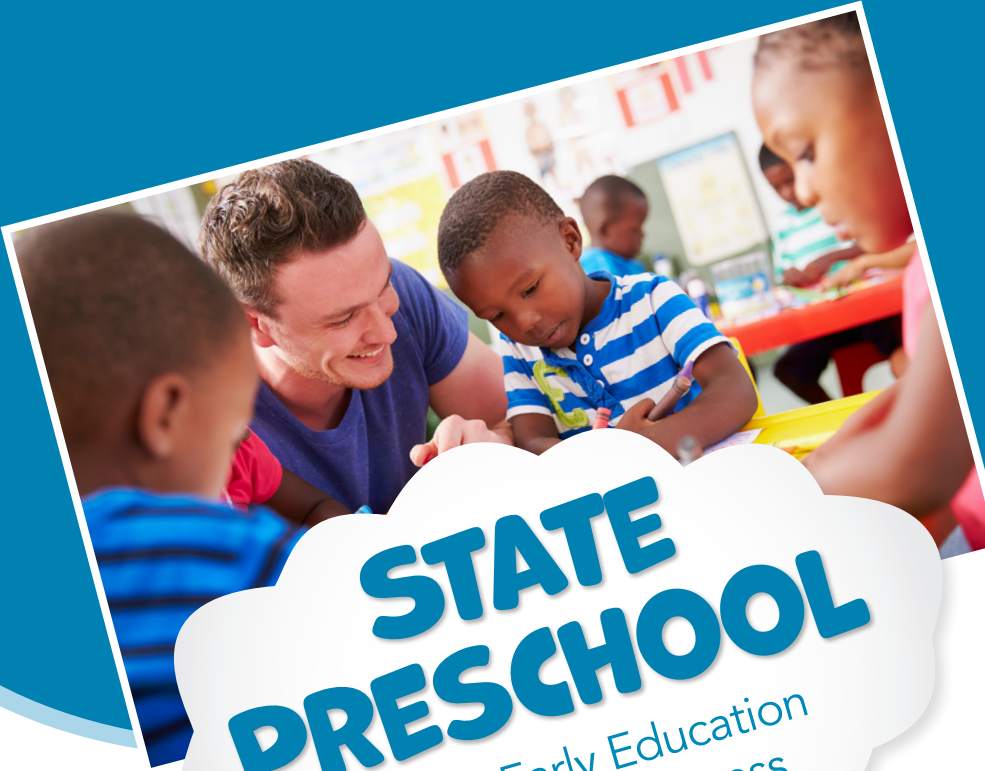
3

MORE INFORMATION

4

THANK YOU!





STATE PRESCHOOL

Quality Early Education
for Student Success

NOW
ENROLLING!



LEARNING BENEFITS:

- It prepares children for kindergarten
- Laying a foundation for academic building blocks
- Preschool cultivates a child's social development
- Improved self-regulatory skills
- Preschool connects your child with supportive adults

Monday – Friday (Part-time)

- For children 3-5 years old
- Children who have their 3rd birthday on or before December 1
- Children who have their 5th. birthday between September 2 - June 2

Scan QR code

or go to the link:

<https://bit.ly/StatePre>



Contact us for more information: StatePreschool@sbcss.net | 909.387.8517

San Bernardino County Superintendent of Schools does not discriminate on the basis of sex, sexual orientation, gender, ethnic group, identification, race, ancestry, national origin, religion, color, or mental or physical disability, in determining which children are served and does not engage in religious instruction or worship.

Funded by:

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Transforming lives through education

State Preschool Services | Student Services | www.sbcss.net



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Educación temprana de alta calidad
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¡INSCRIPCIÓN
ABIERTA!

BENEFICIOS DE APRENDIZAJE:

- Prepara a los niños para el jardín de infancia
- Establece una base para bloques de construcción académicos
- El preescolar cultiva el desarrollo social de un niño
- Mejora habilidades de autorregulación
- El preescolar conecta a su hijo con adultos de apoyo

lunes – viernes (tiempo parcial)

- Para niños de 3 a 5 años
- Niños que cumplan 3 años el 1 de diciembre o antes
- Niños que tienen su quinto cumpleaños entre el 2 de septiembre y el 2 de junio

Escanea el código QR

o ve al enlace:

<https://bit.ly/StatePre>



Contáctenos para más información: StatePreschool@sbcss.net | 909.387.8517

Los servicios son ofrecidos sin discriminación sin importar, incapacidades físicas, raza, color, religión, e origen. El programa no involucra ningún tipo de instrucción religiosa.

Los fondos son otorgados por:

Departamento de Educación del Estado, a través de
Superintendente de las Escuelas Del Condado de San Bernardino.

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**CAHELP - SPIRIT RIVER COMPLEX - DESERT MOUNTAIN SELPA
2024-25 2ND INTERIM PROJECTION WITH PRIOR YEAR COMPARISONS**

			2023-24 ACTUALS			2024-25 ESTIMATED ACTUALS			
	RESOURCE	MGMT CODE	BEGINNING BALANCE	REVENUES	EXPENDITURES	ENDING BALANCE	REVENUES	EXPENDITURES	ENDING BALANCE
CAHELP ADMINISTRATIVE	9295	DMJ1	-	3,263,886	3,263,886	-	3,814,155	3,814,155	-
SPIRIT RIVER COMPLEX	9299	029S	-	363,423	363,423	-	782,100	782,100	-
X-POT	9292	0292	2,678,529	3,286,221	3,068,825	2,895,926	875,025	3,143,589	627,362
PS/RS	6500/9294	0293	2,833,316	3,249,900	2,641,284	3,441,933	3,207,614	3,064,043	3,585,504
LOW INCIDENCE FUND	6500	0296	1,292,525	2,481,367	2,447,990	1,325,902	2,482,000	2,193,645	1,614,257
RELATED SERVICES	6500/9293	0297	3,461,816	11,222,991	10,940,170	3,744,637	12,269,223	13,747,891	2,265,969
TRANSITION PARTNERSHIP PROG	3410	0455	-	1,109,549	1,109,549	-	1,328,019	1,328,019	(0)
REGION 10	9494	0484	-	20,410	20,410	-	17,050	17,050	-
ALTERNATE DISPUTE RESOLUTION	3395	0490	-	14,807	14,807	-	15,157	15,157	-
PRESCHOOL REGIONALIZED SVCS	3315	0494	-	19,913	19,913	-	19,913	19,913	-
WORKABILITY GRANT	6520	0496	-	102,105	102,105	-	102,105	102,105	(0)
PRESCHOOL STAFF DEVELOPMENT	3345	0497	-	3,432	3,432	-	3,583	3,583	-
NON-PUBLIC SCHOOLS/AGENCIES	9292	029B	-	25,383,445	25,383,445	-	25,962,313	25,962,313	-
CHARTER SCHOOL PASS-THROUGH	6500	029C	-	247,081	247,081	-	247,666	247,666	-
OUT-OF-HOME/OUTREACH/P & I	6500/9298	298B	9,618,459	3,879,090	3,036,842	10,460,707	5,215,443	4,052,359	11,623,790
TPP WORK EXPERIENCE	3410	455A	-	411,662	411,662	-	339,293	339,293	-
CAPROMISE ENROLLMENT FUNDS	9455	455B	4,181	-	536	3,645	-	1,076	2,569

**CAHELP - SPIRIT RIVER COMPLEX - DESERT MOUNTAIN SELPA
2024-25 2ND INTERIM PROJECTION WITH PRIOR YEAR COMPARISONS**

			2023-24 ACTUALS			2024-25 ESTIMATED ACTUALS			
	RESOURCE	MGMT CODE	BEGINNING BALANCE	REVENUES	EXPENDITURES	ENDING BALANCE	REVENUES	EXPENDITURES	ENDING BALANCE
EMPLOYMENT NETWORK	9296	455D	12,482	-	2,822	9,660	-	2,860	6,800
PAID INTERNSHIP PROGRAM (IRC)	9293	455F	-	-	-	-	-	-	-
WIOA GENERATION GO	5610	455G	-	879,960	879,960	-	1,116,555	1,116,555	(0)
CSEP	5610	455I	-	364,720	364,720	-	352,948	352,948	0
CYEP	5610	455J	-	43,534	43,534	-	199,410	199,410	(0)
MENTAL HEALTH ADA	3327	DSMH	-	1,186,896	1,186,896	-	1,186,896	1,186,896	-
SPED MENTAL HEALTH	6546	DSMH	-	7,550,394	7,550,394	-	7,718,115	7,718,115	(0)
LEA MEDI-CAL BILLING	9164	325H	235,214	133,808	37,900	331,122	30,000	87,984	273,138
TOTAL			20,136,523	61,954,709	59,877,699	22,213,533	63,470,428	65,684,571	19,999,389

Desert Mountain SELPA
2024 Fall Pupil Count

Row Labels	Count of SEIS ID
ACADEMY ACAD EXCELLENCE	164
ADELANTO SCHOOL DISTRICT	1262
APPLE VALLEY UNIFIED SCHOOL DIST	2166
BAKER VALLEY UNIFIED SCHOOL DIST	18
BARSTOW UNIFIED SCHOOL DIST	1074
BEAR VALLEY UNIFIED SCHOOL DIST	336
DM OPERATIONS (DMOPS - COE)	1717
EXCELSIOR CHARTER	466
EXCELSIOR CHARTER CORONA-NORCO	23
HEALTH SCIENCES HIGH AND MIDDLE COL	98
HELENDALE SCHOOL DISTRICT	145
HESPERIA UNIFIED SCHOOL DISTRICT	3495
LUCERNE VALLEY UNIFIED SCHOOL DIST	211
MRA-GOLD CANYON	36
MRA-MARBLE CITY	30
MRA-NATIONAL TRAILS	149
MRA-ORO GRANDE	167
MRA-ROCKVIEW PARK	53
MRA-ROUTE 66	60
MRA-SILVER MOUNTAIN	128
NEEDLES UNIFIED SCHOOL DISTRICT	169
NORTON SPACE AND AERONAUTICS	211
OPTIONS FOR YOUTH	3
ORO GRANDE SCHOOL DISTRICT	303
SILVER VALLEY UNIFIED SCHOOL	471
SNOWLINE JOINT SCHOOL DISTRICT	1400
TRONA JOINT UNIFIED SCHOOL DIST	62
VICTOR ELEMENTARY SCHOOL DIST	1696
VICTOR VALLEY UNIFIED HIGH SCHOOL DISTRICT	1743
Grand Total	17856

**Desert/Mountain SELPA
2024-25 Low Incidence Fund
January 15, 2025**

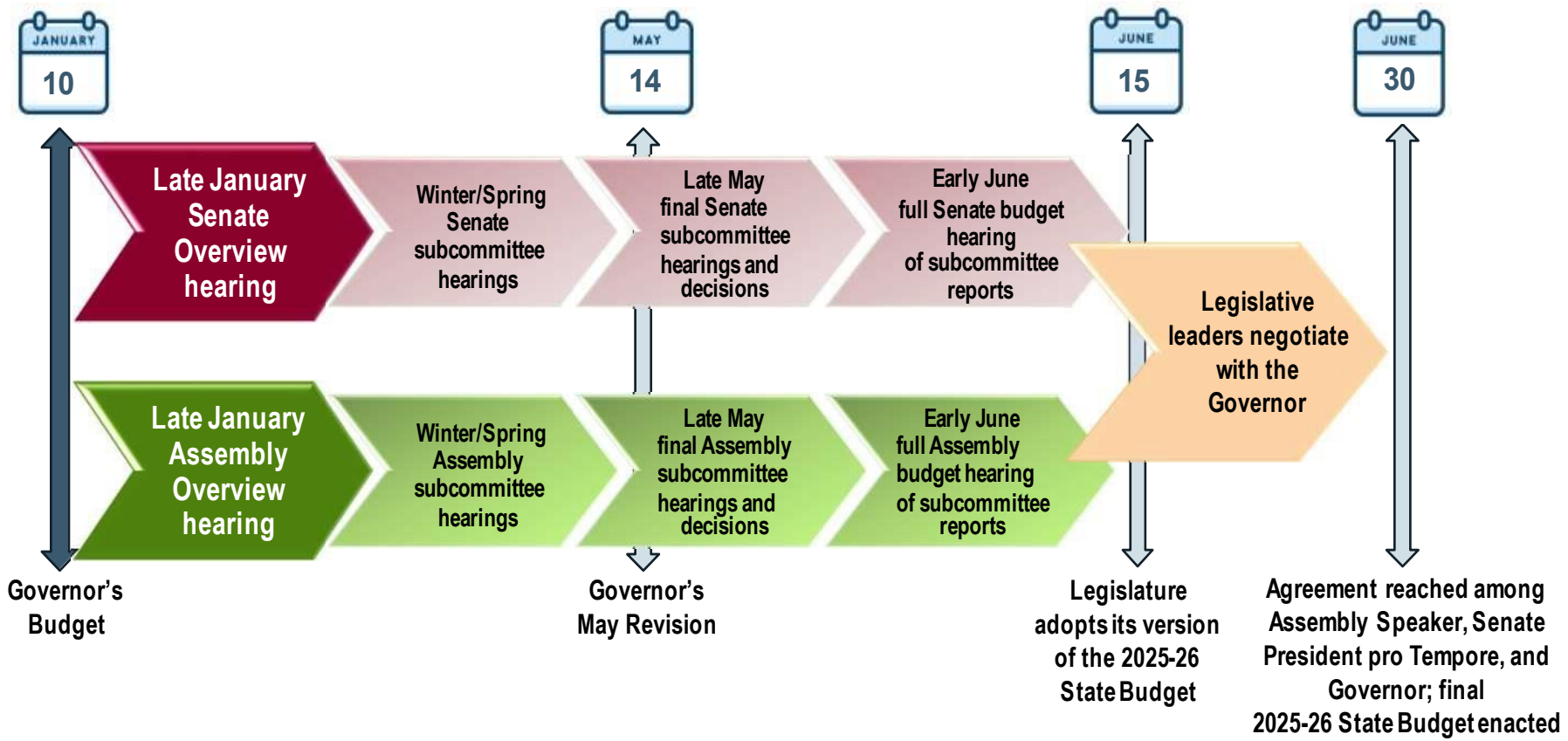
Beginning Balance	1,325,902
Current Year Projected Revenue	2,500,189
Total Available Funding	3,826,091

LEA	Amount Approved/ Encumbered	Amount Paid/ Reimbursed	Balance
Academy for Academic Excellence	4,311.56	4,311.56	-
Adelanto Elementary	2,311.30	2,311.30	-
Apple Valley Unified	14,545.33	9,621.33	4,924.00
Baker Valley Unified	-	-	-
Barstow Unified	-	-	-
Bear Valley Unified	-	-	-
DM County Operated	19,428.44	19,428.44	-
Excelsior Charter School	-	-	-
Health Sciences High and Middle College	-	-	-
Helendale Elementary	-	-	-
High Tech High Schools	-	-	-
Hesperia Unified	18,017.26	16,752.79	1,264.47
Lucerne Valley Unified	-	-	-
Needles Unified	-	-	-
Oro Grande	-	-	-
Silver Valley Unified	5,134.73	5,134.73	-
Snowline Joint Unified	22,544.52	20,505.52	2,039.00
Trona Joint Unified	-	-	-
Victor Elementary	-	-	-
Victor Valley Union High SD	-	-	-
Total LEA	86,293.14	78,065.67	8,227.47
Low Incidence Itinerant Reimbursement	2,041,539.00	1,634,265.00	407,274.00
D/M SELPA (Support)	166,918.00	52,663.42	114,254.58
D/M SELPA (Pacific Hearing)	166,140.00	52,226.94	113,913.06
Total SELPA	2,374,597.00	1,739,155.36	635,441.64
Indirect Cost	21,110.00	8,682.05	12,427.95
Grand Total	2,482,000.14	1,825,903.08	656,097.06
Projected Fund Balance (Available Funding less Amount Approved/Encumbered)			1,344,091.06

FISCAL YEAR 2024-25

Row Labels	Sum of AMOUNT APPROVED	Sum of AMOUNT
APPLE VALLEY UNIFIED		
2025.002	2,077.87	2,077.87
2025.003	3,154.29	3,154.29
2025.004	4,924.00	-
2025.005	2,077.87	2,077.87
2025.015	2,311.30	2,311.30
APPLE VALLEY UNIFIED Total	14,545.33	9,621.33
DM SELPA		
2025.0001	166,140.00	52,226.94
2024.058	17,475.56	17,475.56
DM SELPA Total	183,615.56	69,702.50
HESPERIA UNIFIED		
2024.054	5,141.20	5,134.73
2025.008	3,447.37	3,447.37
2025.009	5,859.39	5,859.39
2025.013	2,311.30	2,311.30
2025.016	788.00	-
2025.02	470.00	-
HESPERIA UNIFIED Total	18,017.26	16,752.79
SILVER VALLEY UNIFIED		
2024.053	5,134.73	5,134.73
SILVER VALLEY UNIFIED Total	5,134.73	5,134.73
SNOWLINE JOINT UNIFIED		
2024.029	2,798.24	2,798.24
2024.031	3,076.17	3,076.17
2025.001	2,795.48	2,795.48
2025.006	1,494.92	1,494.92
2025.01	3,818.40	3,818.40
2025.011	3,656.77	3,656.77
2025.014	2,590.54	2,590.54
2025.018	2,039.00	-
2025.019	275.00	275.00
SNOWLINE JOINT UNIFIED Total	22,544.52	20,505.52
ACADEMY FOR ACADEMIC EX		
2025.007	2,462.14	2,462.14
2025.017	1,849.42	1,849.42
ACADEMY FOR ACADEMIC EX Total	4,311.56	4,311.56
ADELANTO UNIFIED		
2025.012	2,311.30	2,311.30
ADELANTO UNIFIED Total	2,311.30	2,311.30
DM OPTS		
2025.022	1,952.88	1,952.88
DM OPTS Total	1,952.88	1,952.88
Grand Total	252,433.14	130,292.61

State Budget Process—From January to June



Federal Education Platform

- End teacher tenure, adopt merit pay, and allow various publicly supported educational models
- Universal school choice in every state in America
- Emphasize education to prepare students for great jobs and careers, supporting project-based learning and schools that offer meaningful work experience
- Overhauling standards on school discipline, advocate for immediate suspension of violent students, and support hardening schools to help keep violence away
- Restore parental rights in education, and enforce our Civil Rights Laws to stop schools from discriminating on the basis of race
- Defund schools that engage in inappropriate political indoctrination of children
- Support schools that teach America's founding principles and western civilization
- Champion the First Amendment right to pray and read the bible in school
- Close the Department of Education

Federal Legislation

- [S. 5384](#) (Rounds) Returning Education to Our States Act
 - Read twice and referred to the Committee on Health, Education, Labor and Pensions
 - All functions, programs and authorities of Ed under IDEA would transfer to Department of Health and Human Services
 - [H.R. 899](#) (Massie) To Terminate the Department of Education
 - Referred to the House Committee on Education and Workforce
 - Text not available
-

California Legislation

- [SB 48](#) (Gonzalez) Immigration Enforcement: schoolsites: prohibition on access, sharing information, and law enforcement collaboration
- [SB 98](#) (Perez) Elementary, secondary, and post-secondary education: immigration enforcement: notification
- [AB 49](#) (Muratsuchi) Schoolsites and day care centers: entry requirements: immigration enforcement
- [SB 64](#) (Grove) Education Expenses: School Choice Flex Account Act of 2025
 - Funds to private schools for educating students with disabilities
- [AB 277](#) (Alanis) Autism: Behavioral Technician Certification
 - Would require DDS to establish a certification process for behavioral technicians including qualified autism service providers
 - Certification process to include a criminal background check

- [AB 322](#) (Ward) Pupil Health: School-Based Health Services and School-Based Mental Health Services
 - Current Law Requires:
 - Encouraging and assisting school districts to improve and monitor the health of their pupils
 - School districts provide information and guidance to schools that request the information and guidance to establish “Health Days” to provide screenings for common health problems among pupils
- Would require CDE to include county offices of education and charter schools in the above-described provisions

[Red Cards](#)

Potential SELPA Sponsored Bills

Staffing

- Extend the amount of time a long-term substitute teacher could be in place
- 60-90 days

Infant Services

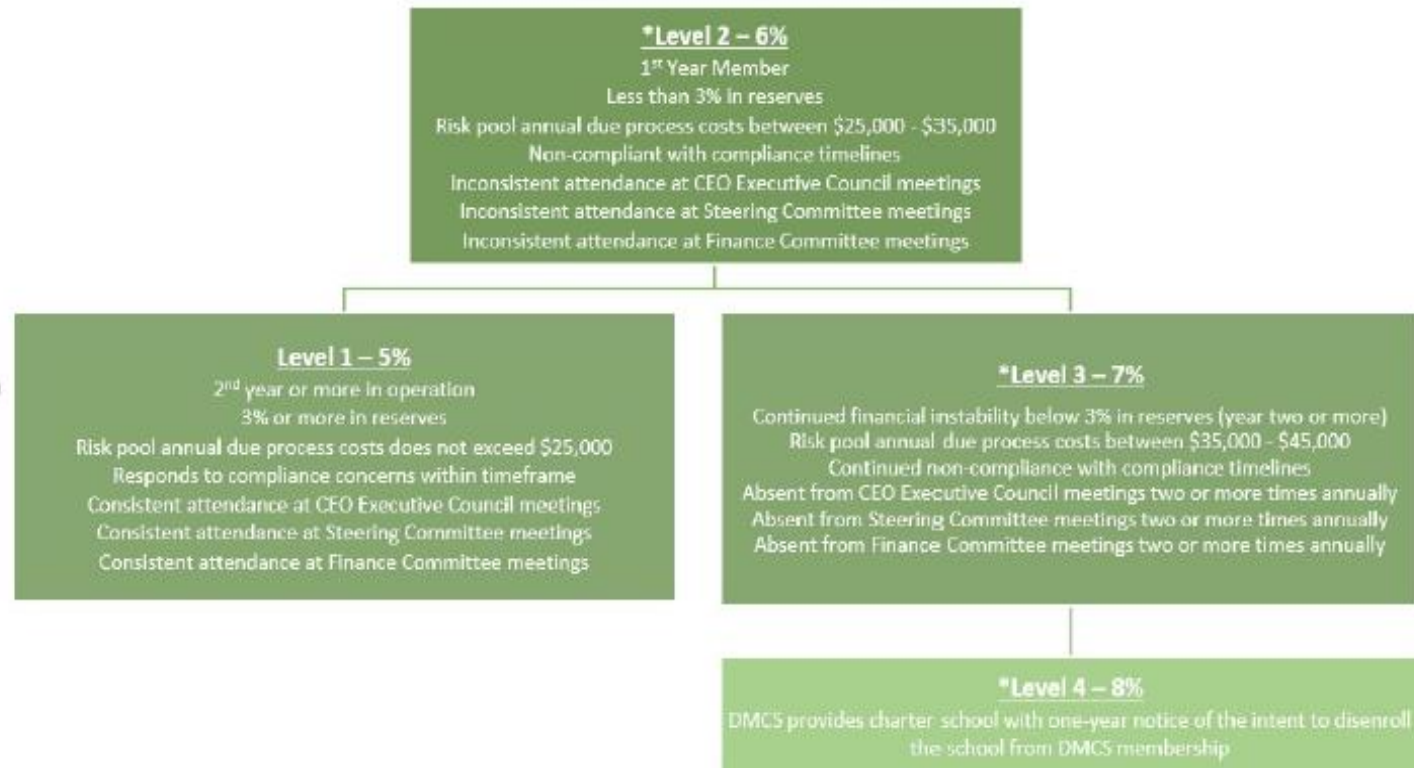
- Update the funding formula/policy clean up
- Align Part C eligibility between Regional Center/DDS and LEAs/Develop timeline for initial eligibility for those in part C to be by their 3rd birthday vs. 60 days

Handicapping Category Language Changes

- Change “Hearing Impairment” to “Hard of Hearing”
- Change “Visual Impairment” to “Low Vision”
- Shopping for an author



Desert/Mountain Charter SELPA Risk Pool Flow Chart






**For levels 2-4, one item will place you at this level*

8.4 Credentials Bridge Authorization Update

No materials, verbal report only.



Desert Mountain Children's Center
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 (760) 946-0819
 www.dmchildrenscenter.org

MEMORANDUM

Date: February 19, 2025
To: Special Education Directors
From: Linda Llamas, Director

Subject: Desert Mountain Children's Center Client Reports

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

- Screening, Assessment, Referral and Treatment (SART)
- Early Identification Intervention Services (EIIS)
- School-Age Treatment Services (SATS)
- 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.



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Natural disasters and their effect on the behavioral/mental health of children and youth

Steering Committee

February 1, 2025

Given the recent fires in Los Angeles (LA) County and the impact these have had on the staff and students at some of the charter schools we serve, DMCC thought it was important to address the effects of a mass trauma event such as the fires in LA. There is well-established research that documents the increased risk for mental health challenges arising from a natural disaster for adults, as well as the correlated losses and disruptions that can occur in the following months and even years for families. Children and youth are even more at risk during a natural disaster because they are reliant on the adults around them to ensure their safety and well-being.¹

The number and intensity of natural disasters in the United States (US) is only rising² so it behooves us to look at what the consequences are and how to best prepare to protect the children and youth we serve. The number of natural disasters in the United States, particularly those with damages exceeding \$1 billion, has significantly increased from 2014 to 2024.³ The annual average for these billion-dollar events in the most recent five years (2020-2024) is 23.⁴ Just last year there were 27 billion-dollar events, compared to 33 events during the entire decade of the 1980s (1980-1989).⁵ The emphasis on the drastic increase is only to stress that the likelihood of our communities experiencing one of these natural disasters is high.

In California, wildfires are increasing and are having significant adverse effects on the physical environment and the state's population. The wildfire season has lengthened, and its peak has moved from August to July.⁶ While there are thousands of fires in California every year, mega-fires, fires that cover over 100,000 acres, are becoming more common. From 1900-1999 there were 45 mega-fires that burned throughout the state, since 2000 we have already had 35 fires.⁷ While the reasons for the uptick in fires vary and may be controversial to some, the effects of these fires on the land and the people of California cannot be denied.

Recently, Harvard University's Center on the Developing Child released a brief on "How Wildfire Smoke Affects Early Childhood Development." The brief describes the myriad ways that wildfire smoke poses significant risks to early childhood development, affecting both mental and physical health and cognitive development. Children's developing brains and bodies make them more susceptible to the harmful effects of air pollution. Exposure to wildfire smoke, particularly fine particulate matter (PM2.5), can lead to respiratory problems such as wheezing, coughing, and



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increased asthma attacks in children. Early exposure to wildfire smoke is also associated with reduced lung function, immune dysregulation, and increased susceptibility to respiratory infections. There are documented links between PM2.5 exposure and neuropsychological effects, such as attention deficit hyperactivity disorder (ADHD), autism, impaired school performance, and decreased memory. Children are more vulnerable to stress and mental health effects from disasters, including wildfires. The cumulative impact of repeated exposure to wildfires and smoke can exacerbate anxiety and stress in young children.⁸

Natural disasters not only cause physical destruction but also have profound effects on the mental and physical health of children and youth. Besides the immediate trauma caused by the exposure to the natural disaster, children and youth may suffer physical, psychological, and educational deficiencies. Young children may experience higher rates of physical ailments such as diarrhea, fever, and respiratory illnesses. Children and youth may express their stress in somatic symptoms, such as stomachaches, headaches, and fatigue. Children and youth may report post-traumatic stress symptoms such as difficulty concentrating or sleeping, hypervigilance, and recurring thoughts about the event. Children and youth may also experience depression symptoms such as feeling sad or losing interest in their regular activities or anxiety symptoms such as fears and being worried about their and their family's safety. If children and youth are in school, they may experience disruptions to their school routines and miss school more often or have trouble concentrating when in school leading to lower grades and/or test scores.⁹

Children and youth will react differently to disasters depending on their age and developmental capacity. Some children may experience behavioral regressions – returning to behaviors they had outgrown or losing skills they previously had – while others may have more externalizing behaviors such as increased aggression, defiance, and impulsivity. Here are some general guidelines as to how children might react to a natural disaster by age group:¹⁰

- PRESCHOOL-AGE CHILDREN
 - Bedwetting when previously toilet trained
 - Thumb sucking
 - Appetite changes – loss of appetite or overeating
 - Nervousness
 - Anxiety over being separated from parents/caregivers
 - Irritability and disobedience
- ELEMENTARY SCHOOL-AGE CHILDREN
 - Clinginess with parents/caregivers



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- Crying or whimpering
- Requests to be fed or dressed
- Headaches
- Complaints of visual or hearing problems
- Sleep problems and nightmares
- School phobia
- Social withdrawal
- Irritability and disobedience
- MIDDLE SCHOOL-AGE ADOLESCENTS
 - Competing with younger siblings for attention from parents/caregivers
 - Failure to perform chores and fulfil normal responsibilities
 - Headaches
 - Complaints of vague aches and pains
 - Loss of appetite or overeating
 - Skin problems
 - Sleep problems
 - Loss of interest in activities
 - Poorer school performance
 - Disruptive behavior
 - Resistance to authority
- HIGH SCHOOL-AGE ADOLESCENTS
 - Resumption of earlier behaviors and attitudes
 - Decline in previous responsible behaviors
 - Headaches
 - Sleep problems
 - Digestive problems
 - Vague physical complaints
 - Increase or decrease in physical activity
 - Depression
 - Isolation
 - Acting out behavior – reckless driving, alcohol, tobacco and/or other drug use



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Children with special needs of any age may exhibit additional/different behaviors after experiencing a natural disaster and may need additional reassurances:¹¹

- CHILDREN WITH SPECIAL NEEDS
 - Children who need continuous use of a breathing machine, those who use a wheelchair, or those who are confined to a bed may have stronger reactions to a threatened or actual disaster.
 - They might have more intense distress, worry, or anger than children without special needs because they have less control over day-to-day well-being than other people.
 - The same is true for children with other physical, emotional, or intellectual limitations.
 - May need more explanations about the event.

Most notably, the impact of these events on young minds can be long-lasting, leading to various mental health issues, including anxiety, depression, behavioral problems, and even post-traumatic stress disorder (PTSD). Up to half of children may develop PTSD after a natural disaster, especially if they witness the event, are injured, or lose loved ones. Anxiety and depression are common among children and youth following disasters. Children may also exhibit behavioral changes, such as aggression or withdrawal, because of the trauma of being exposed to a natural disaster.¹² The children and youth who are most vulnerable to long-term psychological distress after experiencing natural disasters are those who faced other forms of trauma after the disaster, were exposed to multiple life-threatening disaster events, experienced multiple stressors in the recovery period, missed school days, or are members of underserved or marginalized groups.¹³

To help children and youth stave off any long-term effects from experiencing a natural disaster, we must mitigate the short-term ones. It is imperative to intervene as soon as possible after the event. Schools play a crucial role in supporting children who have experienced a natural disaster. Here are some strategies schools can use to provide immediate support:¹⁴

1. Establish a Safe Space:
 - Create a supervised safe area where students can receive support or sit quietly as needed.
 - Ensure this space is comfortable and inviting, possibly with cozy elements like pillows and stuffed animals.



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2. Maintain Routine:

- Reinstate classroom routines as soon as possible to provide a sense of normalcy and stability.
- Encourage participation in familiar activities like sports and playgroups.

3. Emotional Support:

- Be available for one-on-one conversations with students, allowing them to express their feelings without pressure.
- Validate their emotions and experiences, echoing what they say to ensure they feel heard.

Educational and Community Activities

1. Disaster Education:

- Incorporate disaster-related information into the curriculum to help students understand and process their experiences.
- Use creative arts like art, drama, music, or writing to express emotions and reflect on the disaster.

2. Community Engagement:

- Organize activities that allow students to help others affected by the disaster, such as making cards or participating in fundraisers.
- Assist with school and community clean-up efforts to foster a sense of community and control.

3. Peer Support:

- Encourage peer interactions through group activities and play to build support networks.
- Facilitate discussions about the disaster in a safe and controlled environment to promote understanding and empathy.

Long-Term Support

1. Promote Resilience:

- Emphasize children's resilience by highlighting past coping strategies.
- Teach positive coping and problem-solving skills to manage stressors related to the disaster.

2. Identify and Refer for Additional Help:

- Monitor students for persistent or worsening symptoms and refer them to specialized support if necessary.



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- Provide information on available community services for emotional and practical needs.

Natural disasters pose significant risks to the mental health and general well-being of children and youth. Understanding these impacts and implementing effective, supportive strategies can help mitigate the short- and long-term effects of any challenges faced by children and youth after a natural disaster. Helping children and youth after a natural disaster requires a thoughtful and multi-faceted approach. It is crucial to recognize that children's reactions to disasters are often influenced by the behavior and coping strategies of the adults around them. Remember, children look to adults for guidance and reassurance, so it is essential for adults to manage their own stress and emotions effectively to provide the best support possible. Together we can play a pivotal role in supporting children's emotional well-being and resilience after a natural disaster.



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References:

1. The Climate Crisis is a Child Rights Crisis: Introducing the Children's Climate Risk Index. New York: United Nations Children's Fund (UNICEF), 2021.
2. NOAA National Centers for Environmental Information (NCEI) U.S. Billion-Dollar Weather and Climate Disasters (2025). <https://www.ncei.noaa.gov/access/billions/>, DOI: [10.25921/stkw-7w73](https://doi.org/10.25921/stkw-7w73)
3. Ibid
4. Ibid
5. Ibid
6. Li, S., Banerjee, T. Spatial and temporal pattern of wildfires in California from 2000 to 2019. *Sci Rep* **11**, 8779 (2021). <https://doi.org/10.1038/s41598-021-88131-9>
7. <https://www.frontlinewildfire.com/wildfire-news-and-resources/california-wildfires-history-statistics/>
8. <https://developingchild.harvard.edu/resources/briefs/wildfire-smoke-early-childhood-development/>
9. <https://www.srcd.org/research/understanding-impacts-natural-disasters-children>
10. SAMHSA Disaster Technical Assistance Center Supplemental Research Bulletin Behavioral Health Conditions in Children and Youth Exposed to Natural Disasters - September 2018
11. <https://www.cdc.gov/children-and-school-preparedness/before-during-after/index.html>
12. SAMHSA Disaster Technical Assistance Center Supplemental Research Bulletin Behavioral Health Conditions in Children and Youth Exposed to Natural Disasters - September 2018
13. <https://www.srcd.org/research/understanding-impacts-natural-disasters-children>
14. <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-safety-and-crisis/natural-disaster-resources/helping-children-after-a-wildfire-tips-for-caregivers-and-teachers>



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Resources:

- https://www.samhsa.gov/technical-assistance/dtac/disaster-behavioral-health-information-series-resource-center?f%5B0%5D=professional_research_topics%3A20333
- <https://www.cdc.gov/disasters-and-children/before-during-after/index.html>
- <https://www.nimh.nih.gov/health/publications/helping-children-and-adolescents-cope-with-disasters-and-other-traumatic-events>
- <https://publications.aap.org/journal-blogs/blog/30945/With-Ever-Increasing-Disasters-How-Do-We-Help>
- <https://www.unicef.org/eca/stories/protecting-childrens-mental-health-emergency-settings>
- <https://www.kidsmentalhealthfoundation.org/mental-health-resources/grief-and-trauma/helping-children-affected-by-natural-disasters>
- <https://www.childtrends.org/publications/toolkit-child-welfare-agencies-natural-disasters>
- <https://www.santarosa.fl.gov/DocumentCenter/View/616/Tips-for-Teachers-and-Administrators-PDF>
- <https://resilienceandlearning.org/resources/supporting-students-and-families-in-the-aftermath-of-a-natural-disaster/>
- <https://usafacts.org/articles/are-the-number-of-major-natural-disasters-increasing/>
- <https://www.bankstreet.edu/news-events/news/supporting-childrens-mental-health-after-natural-disasters/>
- <https://hazards.colorado.edu/news/research-counts/children-distress-and-disaster-how-adults-can-help-1>
- <https://ourworldindata.org/natural-disasters>
- <https://calmatters.org/explainers/california-wildfire-season-worsening-explained/>



Desert Mountain Children's Center
PROGRAMS and SERVICES

	AGE 0-6	AGE 0-9	AGE 7-21		
PROGRAM	SART Screening Assessment Referral & Treatment	EIIS Early Identification & Intervention Services	SAP Student Assistance Program	SATS School Aged Treatment Services *EDUCATIONALLY RELATED MENTAL HEALTH SERVICES (ERMHS)	Residential Assessment/ Monitoring
STAFF	Supervisor: LCSW, LMFT and/or LPCC	Supervisor: LCSW, LMFT and/or LPCC	Supervisor: LCSW, LMFT and/or LPCC	Supervisor: LCSW, LMFT and/or LPCC	Supervisor: LCSW, LMFT and/or LPCC
PROGRAM DESCRIPTION /	Locations: High Desert Big Bear Yucca Valley <i>Clients ages 0-6, who are more intensive and require trans-disciplinary team to determine treatment</i>	Locations: High Desert Big Bear Yucca Valley <i>Clients ages 0-8, who are less intensive and require treatment for less than one year</i>	Locations: High Desert Yucca Valley <i>Clients referred for being at risk of developing a mental health diagnosis, exposed to trauma, are in stress families, at risk for school failure or experiencing the first onset of a mental health illness. The student cannot be open in the SATS program or be on an IEP or have a 504 Plan</i>	Locations: High Desert (SATS & ERMHS) Big Bear (SATS & ERMHS) Yucca Valley (SATS Only) <i>Clients referred for primarily school-based services. Behavioral issues may be impacting home, school and/or and who's behaviors may be impacting academic achievement. Child can be on an IEP or 504 plan</i>	Locations: Determined by IEP team <i>Clients who are referred through IEP process and intensive behaviors are impacting educational attainment</i>
SERVICES	Services: <ul style="list-style-type: none"> • Trans-disciplinary Assessment • Occupational Therapy • Speech and Language • Individual Rehab/ADL • Group Rehab/ADL • Infant Massage • Individual or Group Therapy • CARE Program • Pediatrician Services • Psychological Testing • Clinic Recommendations • Care Coordination • Medication Management 	Services: <ul style="list-style-type: none"> • Assessment • Occupational Therapy • Speech and Language • Infant Massage • Individual Rehab/ADL • Group Rehab/ADL • Individual or Group Therapy • Case Management • Medication Management 	Services: <ul style="list-style-type: none"> • Early Intervention: <ul style="list-style-type: none"> -Assessment -Individual and/or small group intervention with low intensity and short duration • Prevention: <ul style="list-style-type: none"> -School-wide presentations -Small skill building groups -Classroom skill building groups 	*ERMHS: Services: <ul style="list-style-type: none"> • Assessment • Individual Rehab/ADL • Group Rehab/ADL • Individual or Group Therapy • Family Counseling • Care Coordination • Attend IEP's SATS Services (includes above): <ul style="list-style-type: none"> • Medication Management • Targeted Case Management • Crisis Intervention 	Services: <ul style="list-style-type: none"> • Assessment • Case manager visits clients quarterly in their placement • Attend IEPs • Participates in team meetings with placement facility • Monitors behavioral progress • Coordinates transition sessions with client and family for home passes

Revised 10/25/2024



Desert Mountain Children's Center

Apple Valley: 17800 Highway 18 Apple Valley, CA 92307 | (760) 955-3601

Big Bear: 42007 Fox Farm Road, Suite 2A, Big Bear Lake, CA 92315 | (909) 866-2165

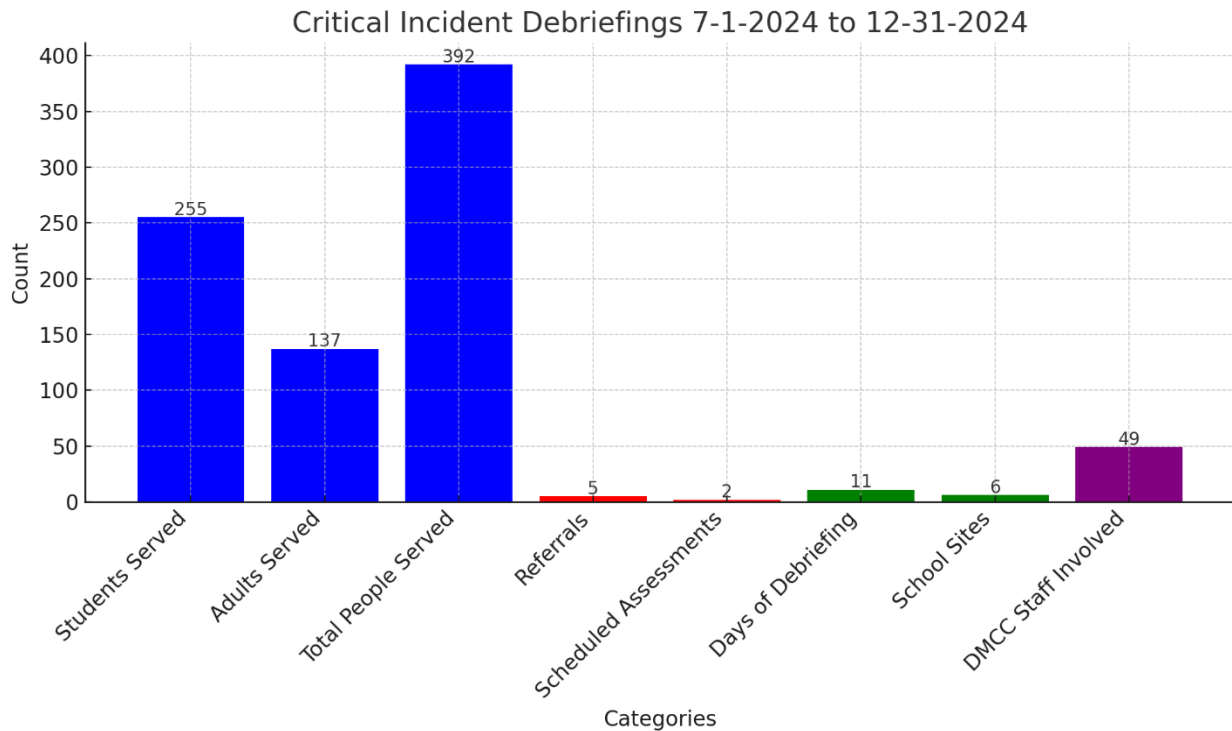
Yucca Valley: 58967 Business Center Drive, Suites C and D, Yucca Valley, CA 92284 | (760) 369-3130

Critical Incident Debriefing Data

Steering Committee

February 1, 2025

Please see the chart below for DMCC's Critical Incident Debriefing data from July 1, 2024, through December 31, 2024.



EMPATHY QUEST

Mental Health and Resilience



In-Person Performance



Grades 3 to 5



60 Minutes

Empathy Quest is a mental health and resilience program that helps students increase awareness of their emotions and their capacity to recognize when they or others around them may need help.

Mental health challenges are the leading cause of poor health outcomes among young people. Up to 1 in 5 children and adolescents have a reported mental, emotional, developmental, or behavioral disorder, according to a 2022 study by the Agency for Healthcare Research and Quality.

Program Overview

Aligned with principles of cognitive behavioral theory, Empathy Quest is an interactive play where students engage in exercises and games led by the Password Rangers, a team of dedicated helpers. When an AI glitch triggers a high-stakes countdown, students must step up as Junior Password Rangers to save the day alongside their new Ranger friends. It's a race against time filled with learning, excitement, and the message that everyone needs help sometimes.

Key Concepts

Through this program, students will learn:

- Skills to recognize and regulate emotions
- How to understand empathy and develop respect for others
- The benefits of seeking help from trusted adults

About Educational Theatre

For nearly 40 years, Kaiser Permanente has been using arts-based learning to support health and well-being in classrooms and communities. Educational Theatre uses the power of storytelling to deliver critical health messages. Educational Theatre is part of Kaiser Permanente Thriving Schools initiative, which works to strengthen the health and well-being of school communities across the country.

Cost

This program is available at no cost.

Booking

This program is offered in-person. Please fill out our request form and we will contact you with more information.



Fill out a request form

ghosted

Mental Health and Resilience



In-Person Performance



Grades 7 to 10



60 Minutes

Ghosted uses storytelling, community-building, and resilience activities to teach students that getting help for mental health challenges is normal and healthy.

According to the CDC, 42% of high school students in the US reported feeling persistently sad or hopeless and 29% recently experienced poor mental health.

Program Overview

Ghosted tells the story of four students navigating life in high school while learning to cope with stress, anxiety, depression, and relationship issues. Together, the students learn about the individual mental health challenges they are facing and how to seek help. They discover that although their identities and issues are unique, they are not alone in their struggles.

Key Concepts

Through this program, students will learn how to:

- Combat stigma by normalizing mental health challenges
- Develop skills to talk about stress, anxiety, depression, and suicide prevention
- Identify coping strategies to build resilience
- Access resources for help

About Educational Theatre

For nearly 40 years, Kaiser Permanente has been using arts-based learning to support health and well-being in classrooms and communities. Educational Theatre uses the power of storytelling to deliver critical health messages. Educational Theatre is part of Kaiser Permanente Thriving Schools initiative, which works to strengthen the health and well-being of school communities across the country.

Cost

This program is available at no cost.

Booking

This program is offered in-person with an optional virtual follow-up workshop.

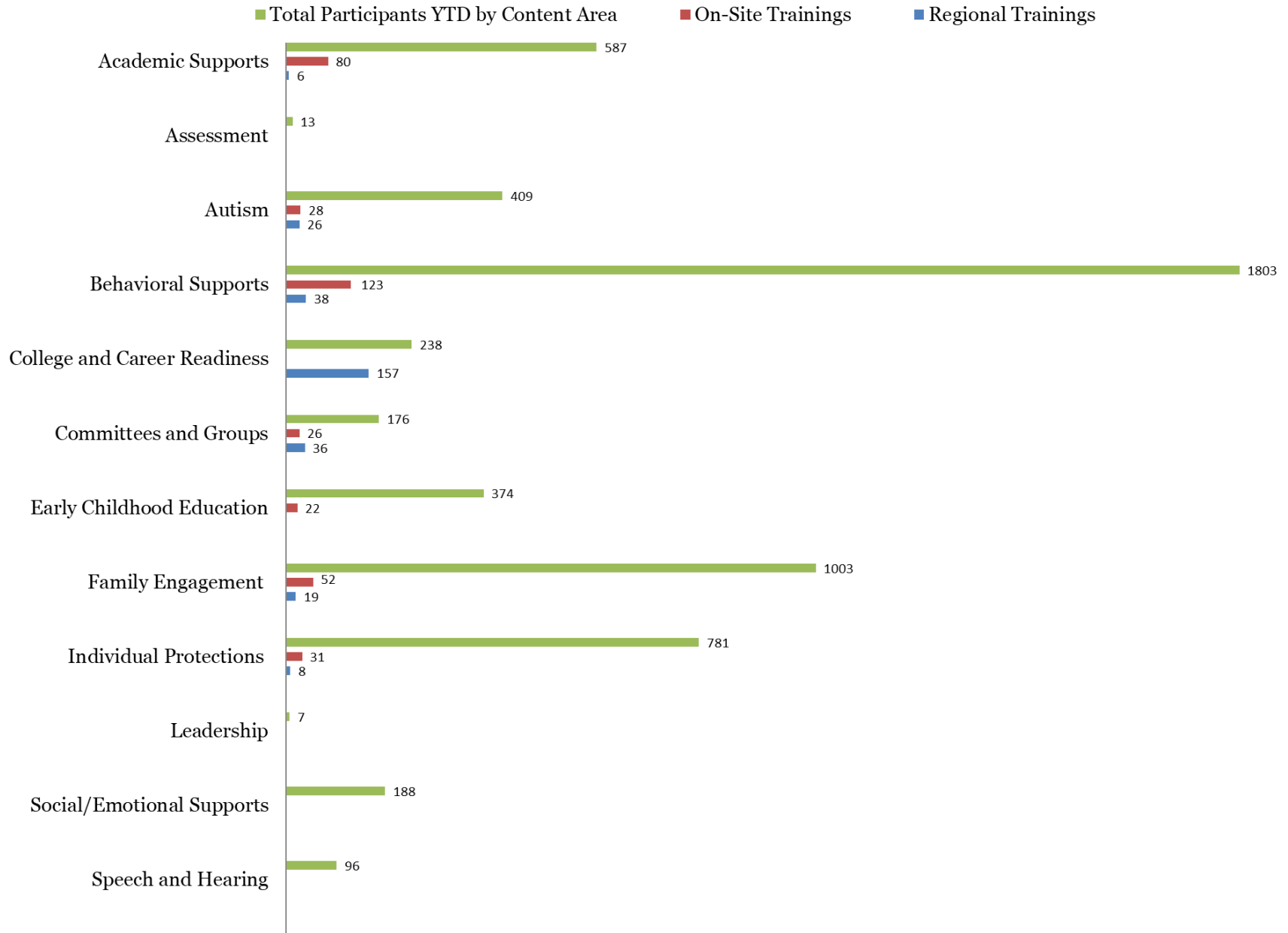
Please fill out our request form and we will contact you with more information.



Fill out a request form

DMSELPA PROFESSIONAL LEARNING PARTICIPATION SUMMARY

JANUARY 2025 PARTICIPANTS= 290 REGIONAL, 362 ON-SITE; GRAND TOTAL 652
5,675 YEAR-TO-DATE PARTICIPANTS



SAVE THE DATE

Special Education Directors' Training

Special education directors will participate in trainings focusing on the needs or interests in the area of special education research, programs, or legal compliance.

October 18, 2024

Please register online on OMS

(URL: <https://sbcss.k12oms.org/52-250189>)

February 21, 2025

Please register online on OMS

(URL: <https://sbcss.k12oms.org/52-250195>)

April 18, 2025

Please register online on OMS

(URL: <https://sbcss.k12oms.org/52-250213>)

Phone: (760) 955-3552

Email: Letitia.Macaraeg@cahelp.org

Address: 17800 Highway 18, Apple Valley, CA 92307

Desert Mountain SELPA
Due Process Summary
July 1, 2024 - January 31, 2025

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	0	3.5	0	2	0	0	0
Apple Valley USD	10	5	5	6	5	2	33	0	1	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	0	0	0	1	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	7	53	0	3	2	0	2	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	7	26	2	1	2	0	2	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	1.33	37.83	0	0.33	1	0	0	0	0	0
Victor Valley Union High SD	6.5	10	6	2	7	2.33	33.83	0	2.33	0	0	0	0	0	0
Desert/Mountain OPS	2	1	0	0	0	0.84	3.84	0.5	0.34	0	0	0	0	0	0
Excelsior Education Center	2	0	1	1	1	1	6	1	0	0	0	0	0	0	1
Health Sciences HS & MS	1	1	0	0	0	1	3	0	1	0	0	0	0	0	0
Lewis Center - AAE	1	1	0	1	1	1	5	0	1	0	0	0	0	0	0
Lewis Center - Norton	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0
SELPA-WIDE TOTALS	59	33.5	40	35	56	32	255.50	4.5	10	10.5	0	7	0	0	1

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 - January 31, 2025

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	7/11/2024 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. CASE CLOSED - Resolution	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 Case Closed - Resolution	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 Case Closed - Resolution	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	7/24/2024 8/12/2024	9/10/2024	9/10-12/2024	District Assessments Case Closed - Mediation		

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2024 - January 31, 2025

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 Case Closed: Resolution		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	Case Closed: Resolution	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	8/21/2024 9/4/2024	10/24/2024	12/3-5/2024	Request for district ERMHS assessment, increase of services in the IEP, CASE CLOSED - Resolution	Psychoed	SAI - 75n hrs SPL- 35 hrs OT - 20 hrs

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2024 - January 31, 2025

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	9/3/2024 9/11/2024		10/8-10/2024	Request to increase services and comp ed Complaint against DMOPS was withdrawn. CASE CLOSED - Resolution		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. CASE CLOSED - Dismissed		
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. CASE CLOSED - Dismissed		
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. CASE CLOSED - Dismissed		

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2024 - January 31, 2025

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	10/17/2024 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. CASE CLOSED - Mediation		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	10/25/2024 11/8/2024		12/3-5/2024	FBA and Comp Ed CASE CLOSED - Resolution		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 CASE CLOSED - Resolution		

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2024 - January 31, 2025

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 CASE CLOSED - Resolution		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 Final - District assessments (psychoed, S&L, FBA, ERMHS) Case Closed - Mediation		10 hrs (DMCC)
17. SJUSD Case no. 2024110299	Denial of FAPE: Not receiving 1:1, OT services, Speech services, AAC services	11/12/2024	11/20/2024 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 CASE CLOSED - Resolution		S&L - 4 hours OT - 4 hours

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2024 - January 31, 2025

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	11/22/2024 11/25/2024	2/5/2025	12/31/2024 & 1/2/2025	Confusion with placement Difference of opinion for requirement of aid. District will complete comprehensive assessments (psychoed, OT, S&L, ERMHS, FBA) add 1:1 until end of 24-25 school yr CASE CLOSED - Mediation		S&L - 35 hrs Academic - 35 hrs Counseling - 35 hrs
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. District will conduct sensory processing supplemental assessment and purchase 2 sensory chairs CASE CLOSED - Resolution		SAI or reimburse up to- \$10,000

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2024 - January 31, 2025

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed.
20. BUSD Case no. 2024110720	<ul style="list-style-type: none"> •Not providing adequate and measurable language, academic, counseling, social-emotional, and behavior goals •Failed to track progress (data driven) •Not implementing the program •Not providing appropriate placement 	11/21/2024	12/4/2024	1/21/2025	1/7-9/2025	Requesting new placement aide, comp ed. Difficulties in placement for rural area. HHI - virtual 5 hours per week Case Closed - Mediation		Academic tutoring and reimburse up to \$11,250
21. SJUSD Case no. 2024110682	Disagreed with assessment	11/26/2024		12/16/2024	Mediation filing only	Formal Mediation - NO OAH Filing District agreed to IEE psycho ed and comp ed Case Closed - Formal Mediation	Psychoed (not to exceed \$6500)	100 hours (academic, OT, S&L)
22. SJUSD Case no. 2024110786	Disagreed with assessment	11/26/2024		12/16/2024	Mediation filing only	Formal Mediation - NO OAH Filing District agreed to IEE psycho ed and comp ed Case Closed - Formal Mediation	Psychoed (not to exceed \$6500)	40 hours of academic
23. Excelsior - filing against student Case no. 2025	Excelsior is filing Due Process on the parent to exit student from Special Education.	1/2/2025	Not Required			Parent agreed to exit student from SPED. She signed the exit IEP. Case Closed - Withdrawn		

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2024 - January 31, 2025

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed.
24. SJUSD Case no. 2025010626	Failure to provide an appropriate educational program to address needs in the areas of Academics, Mental Health, and Transition/Vocational skills Placed on Independent Study and not offering sped and services	1/16/2025	1/28/2025	3/5/2025	3/4-6/2025	Tri - Psychoeducational assessment to include in-depth visual processing and auditory processing, social/emotional, health, transition) ERMHS – DMCC referral Pacific Hearing – CAPD Compensatory Education: 60 hrs		
25. VUHSD Case no. 2025010614	Denial of FAPE: Failed to provide appropriate assessments, services, placement (LAS, OT, BIP, Transportation) Insufficient goals Failure to conduct assessments: psychoed, OT, LAS, AAC, AT)	1/22/2025	1/31/2025	3/5/2025	3/18-20/2025	Transportation a big issue for interdistrict. Parent doesn't want school closes to home but cannot transport. Far apart on comp ed.		
26. AAE Case no. 2025010849	Failure to identify lack of progress, CAPD disorder, Failure to assess in all areas of suspected disability.	1/22/2025	1/28/2025		3/18-20/2025	Opposing counsel had to amend and refile dismissing AVUSD and adding AAE.		
27. VESD - VUHSD - SBCSS Case no. 2025010849	Denial of FAPE January 23- present Failure to provide a program Placement in LRE Failure to have gen ed teacher present at IEP meetings	1/23/2025	1/31/2025		3/18-20/2025	Request for placement in Mild/Moderate SDC including ESY, 1:1, mainstream opportunities		

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2024 - January 31, 2025

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed.
28. VVUHSD Case no. 2025010	Failure to: Convene an IEP, assess in all areas of suspected disability, provide appropriate SAI, make clear offer of FAPE, offer behavioral supports, AT, mental health, 1:1, BIP, ESY	1/27/2025	2/7/2025			Agreed to waive resolution (mother had an emergency)		
29. HUSD Case no. 2025010827	Child Find Failing to assess for sped and ERMHS	1/27/2025	2/6/2025 2/10/2025		3/18-20/2025	Going to assess and meet after assessments - schedule mediation		
30. HUSD Case no. 2025010925	Child Find Failing to assess for sped and ERMHS	1/29/2025	2/6/2025 2/10/2025		3/25-27/2025	Going to assess and meet after assessments - schedule mediation		
31. AVUSD Case no. 2025010916	Failure to provide an appropriate placement and program in the areas of Academics, Speech and Language, Fine Motor Development/Sensory Processing, and Behavioral Management	1/29/2025	2/13/2025		3/18-20/2025			

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2024 - January 31, 2025

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed.
32. HUSD Case no. 2025	Failure to assess comprehensively in psycho ed and speech and language, ERMHS, FBA, WRAP services, and insufficient goals							

Desert Mountain SELPA
Legal Expense Summary
As reported at steering January 17, 2025

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	\$183,712.19

8.7 Resolution Support Services Update: Due Process Complaints 2018 thru 2024/25



YEAR	CHARTER SELPA	DMS SELPA	FILED ON PARENT	TOTAL
2018-2019	7	42	0	49
2019-2020	5	67	0	72
2020-2021	2	29	0	31
2021-2022	5	41	2	48
2022-2023	7	36	1	44
2023-2024	5	56	2	61
2024-2025	6	32	1	38

8.7 DM SELPA Due Process Complaints 2024-25



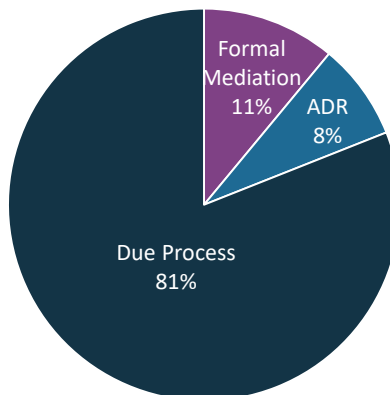
2024-25 Due Process Complaints		2024-25 Due Process Complaints	
Month	Total	LEA	Total
July (24)	5	AAE	1
August (24)	2	Adelanto ESD	5.5
September (24)	3	Apple Valley USD	2
October (24)	5	Barstow USD	1
November (24)	4	Dm Ops (County)	0.83
December (24)	2	Excelsior	1
January (25)	9	Helendale	2
February (25)		Hesperia UDS	6, Formal Mediation 1
		Snowline	5, Formal Mediation 2
		Victor ESD	1.33
		VVUHSD	2.33

8.7 DM SELPA Due Process Complaints 2024-25



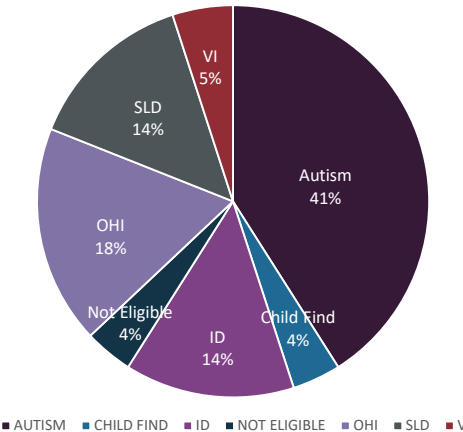
2024-25 Formal Mediation, ADR	
LEA	Total
Hesperia USD	ADR 1, Formal Mediation 1
Silver Valley	ADR 1
Snowline JUSD	Formal Mediation 2
Total	5

Due Process/Formal Mediation/ADR

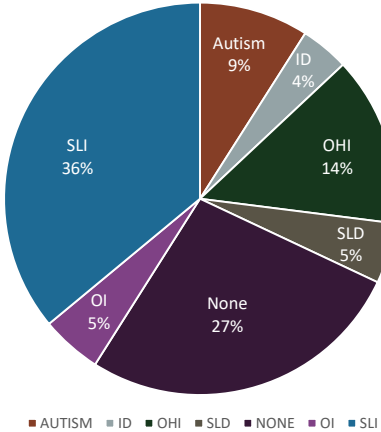


■ Formal Mediation ■ ADR ■ Due Process ■

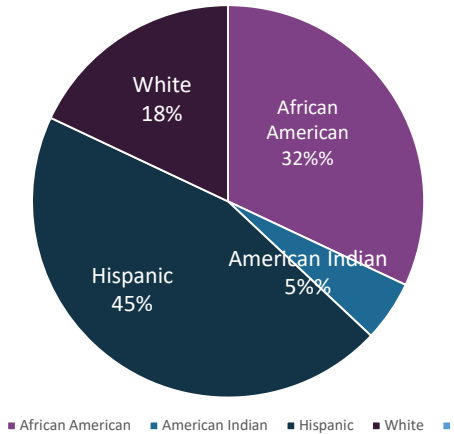
DMSELPA Primary Disabilities



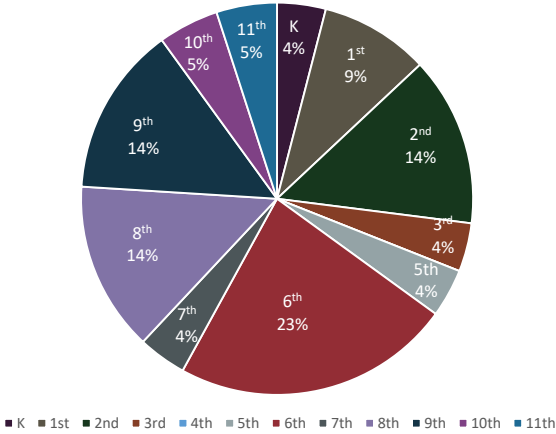
DMSELPA Secondary Disabilities



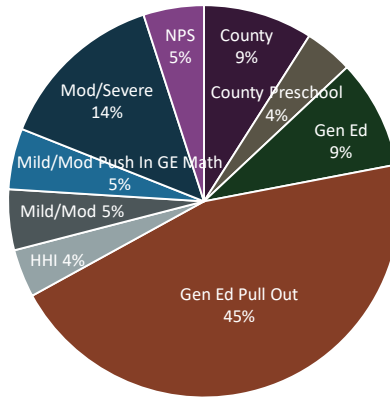
DMSELPA Ethnicity



DMSELPA Grades

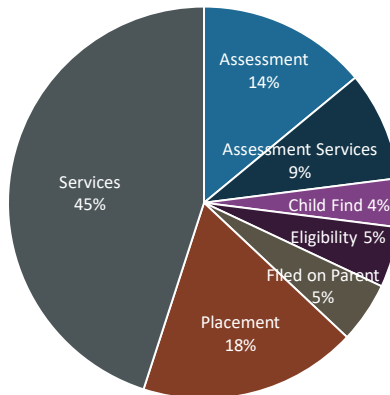


DMSELPA Placement



■ COUNTY ■ COUNTY PRESCHOOL ■ GEN ED ■ GEN ED PULL OUT ■ HHI ■ MILD/MOD ■ MILD/MOD PUSH IN GE MATH ■ MOD/SEVERE ■ NPS

DMSELPA Reason



■ ASSESSMENT ■ ASSESSMENT SERVICES ■ CHILD FIND ■ ELIGIBILITY ■ FILED ON PARENT ■ PLACEMENT ■ SERVICES

Alternate Dispute Resolution ADR 2024-25

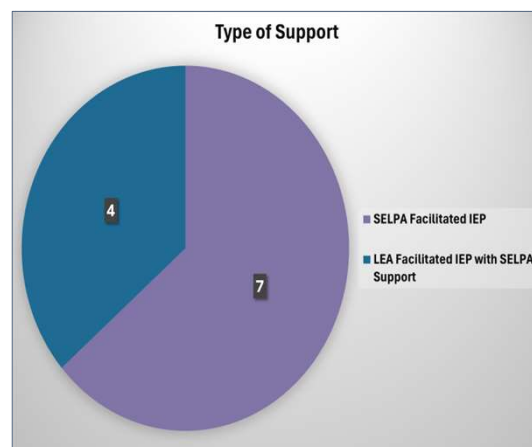


Local Education Agency (LEA)	
Academy for Academic Excellence	SELPA Facilitated IEP
Hesperia Unified School District	SELPA Facilitated IEP
So Cal Flex Academy	LEA Facilitated IEP with SELPA Support
Excelsior Charter Schools	SELPA Facilitated IEP
OCS-Odyssey South	SELPA Facilitated IEP
Adelanto Elementary School District	LEA Facilitated IEP with SELPA Support
Adelanto Elementary School District	LEA Facilitated IEP with SELPA Support
Adelanto Elementary School District	LEA Facilitated IEP with SELPA Support
Hesperia Unified School District	SELPA Facilitated IEP
Apple Valley Unified School District	SELPA Facilitated IEP
Oro Grande School District	SELPA Facilitated IEP

Alternate Dispute Resolution ADR 2024-25



Local Education Agency (LEA)
Academy for Academic Excellence
Hesperia Unified School District
So Cal Flex Academy
Excelsior Charter Schools
OCS-Odyssey South
Adelanto Elementary School District
Adelanto Elementary School District
Adelanto Elementary School District
Hesperia Unified School District
Apple Valley Unified School District
Oro Grande School District

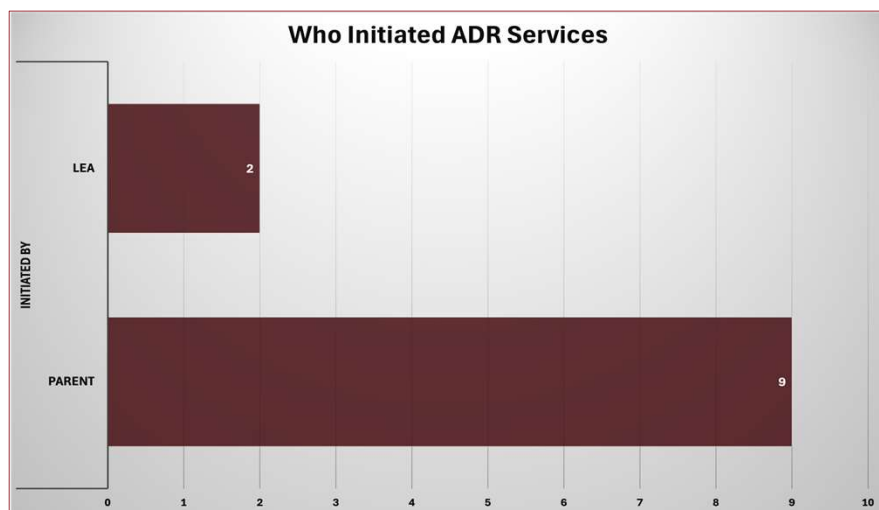


Alternate Dispute Resolution ADR 2024-25



Reported Issue	Resolution Reached?
Review Assessments	Yes
IEP Disagreement	Yes
Failure to implement services	Yes
DNQ	No
Communication failure	Yes
Request changes to IEP	Yes
Disagree with Assessments	Yes
Transportation issues	Yes
LRE: Class placement	Yes
Bullying	Yes
Advocate present	No

Alternate Dispute Resolution ADR 2024-25



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

Annual Determination Letters

Annual Determination Letters were sent to LEA Superintendents and to SELPA on February 3, 2025
CDE Compliance Roadshow Information was emailed to you in advance and is included in St6eering Packet

**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

Monitoring Roadshow

Join the California Department of Education (CDE) Special Education Division staff for its Compliance and Improvement Monitoring (CIM) Roadshow!

Target audience: Superintendents, Special Education Directors, CIM team leadership, County Offices of Education, and SELPA staff.

Description: The Special Education Monitoring Overview and Expectations Event is designed to support local educational agencies (LEAs) in understanding special education monitoring by the CDE. This event will provide an overview of the CIM process, Small LEA monitoring, and updates for 2025. Breakout sessions will be offered for Targeted and Intensive monitoring tiers, as well as Small LEA monitoring, offering valuable insights into these monitoring tiers and their associated expectations.

- **San Diego:** Feb. 10, 2025
- **Tehama/Red Bluff:** Feb. 10, 2025
- **West San Gabriel:** Feb. 11, 2025
- **Yolo:** Feb. 13, 2025
- **Clovis:** Feb. 14, 2025
- **Ventura:** Feb. 24, 2025
- **Santa Clara/San Jose:** Feb. 26, 2025
- **Riverside/Hemet:** Feb. 28, 2025

Register Online: [Registration Form](#)

Space is limited!



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
TOTALS	89	7	20	116	89	6	20	115	89	6	20	115	94	5	21	120	97	7	22	126	96	7	23	126
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

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	12	1		13																
Apple Valley	14	1	11	26	16	1	12	29																
Baker																								
Barstow	8	2		10	10	2		12																
Bear Valley	1			1	1			1																
Helendale																								
Hesperia	18	1	3	22	15	1	2	18																
High Tech High																								
Lucerne Valley	3	1		4	2	1		3																
Needles																								
Oro Grande																								
Silver Valley	4			4	3			3																
Snowline	7		1	8	8		1	9																
Trona																								
Victor Elem	7			7	6			6																
VVUHSD	22	2	4	28	26	2	4	32																
TOTALS	97	8	19	124	99	8	19	126																
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
Non-Public School (NPS) Quarterly Meetings
2024-2025



12:00-1:00 p.m. – Via Zoom

Meeting Dates:

September 10, 2024

November 19, 2024

February 25, 2025*

May 20, 2025*

*SPED Directors,

There are two remaining NPS Quarterly Meetings during the 2024-25 School Year. You are invited to attend the meetings via Zoom. Please let me know in advance if you would like to place a topic on the agenda.

Thanks,

Peggy

Steering Updates

CALPADS Reminders

FALL 1 Pupil Count

- ✓ Submission completed/certified for both SELPAs

DRDP Reminders

- ✓ DRDP Submission completed for both SELPAs
- ✓ Ensure all staff conducting the DRDP have attended the DRDP video training/created an account
- ✓ www.draccs.org

SEIS Reminders

- ✓ SEIS Training for Directors (**February 21 w/LCS**)
- ✓ Follow up on **Unaffirmed** and **Unsigned** IEPs (effects CALPADS, Certification, 16.21 Report)
- ✓ January Open Forums and SEIS Trainings are posted on the dashboard with links
 - SEIS **Open Forum** 2/4/25 (9:00 – 11:00)
 - SEIS Training 2/5/25 (9:00 – 1:00) ***TIME CHANGE***
 - SEIS **Open Forum** 2/20/25 (2:00 – 4:00)
 - SEIS Training 2/19/25 (12:00 – 4:00)



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

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

MEMORANDUM

Date: February 21, 2025
To: Directors of Special Education
From: Deborah Sarkesian, Program Manager

Subject: Prevention & Intervention Dedicated Hours & Training Report July-Feb. 2025

The following is an update from the Desert Mountain SELPA Prevention and Intervention Department. If you have any questions regarding expected outcomes, please contact me at (760) 646-8000 extension. 333, or via email at Deborah.Sarkesian@cahelp.org.

Dedicated Hours	Coaching
Coaching	219
Collaboration In-Person Meeting	337.5
Observation	86.75
Total	643.25
Behavior/SEL/Trauma-Informed Supports	Facilitated
ACER 2.0	2
Bullying Prevention and Intervention: Using Expected Respect Curriculum	1
Creating a Responsive Classroom	2
Cultural Responsiveness: A Compilation of Classroom Strategies	1
Discouraging Problem Behaviors	3
EC PBIS	5
EC PBIS in the Home	2
EC PBIS: Tier 2 Overview	1
Implementing Culturally Responsive Systems & Practices	1

MEMORANDUM
PAGE 2

MTSS Sustainability Network	2
PBIS in the Home	3
PBIS Overview	1
Regaining School Muscle Memory	1
Restorative Practices	3
Social Skills	3
Staff Managed vs. Admin Managed Facilitation	1
School-Wide Information System (SWIS) Application – Tier 1	2
The Role of the Universal Screener	6
Tier 1: Back to Basics	1
Weaving SEL into Everyday Practices	3
Working with Behaviors through a Trauma-Informed Lens	1
Customized Trainings	
Autism for Teachers	1
Autism Parent Series	1
EC PBIS Beginning of the Year Start up	4
EC PBIS Parent Kick Off	1
EC PBIS Quarterly	2
EC Transition with Love	1
PBIS & SEL for Frontline Staff 2.0	1

MEMORANDUM
PAGE 3

PBIS New Hire Orientation	1
PBIS Refresher	1
PBIS Tier 2 Systems Development	1
Real Talk: Bullying (Partnered w/Outreach Team)	1
Proactive & Reactive Strategies for Managing Behaviors (Partnered w/Program Specialist)	1
Writing BIPs (Partnered w/Program Specialist)	2
Training Hours	
In-Person (On-site Requests & Regionals)	178
Virtual	13
Total	191



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MEMORANDUM

Date: February 21, 2025
 To: Directors of Special Education
 From: Deborah Sarkesian, Program Manager
 Subject: **Prevention & Intervention CA-ISP Grant July-February 2025**

The following is an update from the Desert Mountain SELPA Prevention and Intervention Department. If you have any questions regarding expected outcomes, please contact me at (760) 646-8000 extension. 333, or via email at Deborah.Sarkesian@cahelp.org.

Cohort 1: 2 Districts, 4 Schools	Facilitated Trainings	Hours	Coaching Hours
District Professional Learning	2	12	12
MTSS/PBIS Site Team Professional Learning	12	74	24
Whole Staff Professional Learning	8	16	
Cohort 2: 1 District, 3 Schools	Facilitated Trainings	Hours	Coaching Hours
District Professional Learning	1	4	8
MTSS/PBIS Site Team Professional Learning	10	60	18
Whole Staff Professional Learning	10	10	

Cohort 1 is in year 2 with a focus on SEL and Trauma.
 Cohort 2 is in year 1 with a focus on Culturally Responsiveness



Desert Mountain Special Education Local Plan Area
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MEMORANDUM

Date: February 21, 2025
To: Directors of Special Education
From: Codi Anderson, Occupational/Physical Therapy Supervisor

Subject: Occupational and Physical Therapy Reports

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

Occupational & Physical Therapy

Assignment Monitor and Review (AMR)

Department Contacts

Codi Andersen, OT/PT Supervisor
Phone: 760. 646.8000 ext. 433
Email: Codi.Andersen@cahelp.org

Tasha Burgum, Office Support Staff
Phone: 760. 955.3562
Email: Tasha.Burgum@cahelp.org

Justin Guerra, Office Support Staff
Phone: 760. 955.3576
Email: Justin.Guerra@cahelp.org

OT/PT Information

- OTs & PTs cannot provide Orthopedic Impairment (OI) services
- OTs & PTs are licensed medical professionals, they are not educators and do not have credentials
- OTs & PTs do not have SEID numbers

Resources

[Click to edit text](#)

Leonore Borja
SBCSS Human Resources - CalStaff
Ph: 909.386.9578
Email: Leonore.Borja@sbcss.net



Occupational Therapy Professional Learning Collaborative

The Occupational Therapy Professional Learning Collaborative group meets a few times a year for continuing professional development, enrichment, networking, and training. This group will address current issues of school-based occupational therapy. There will be time for questions and discussion as a group. Topics concerning new testing measures, evidence-based practice and treatment, IEP goal writing, and recommendations for services will be addressed. Information concerning relevant legal rulings that affect the profession of occupational therapy will be shared.

Presented by:

Codi Andersen, OT/PT Supervisor

Dates & Time:

September 23, 2024

January 13, 2025

May 13, 2025

Registration begins at 2:00 p.m.

Training time 2:30 p.m. - 4:00 p.m.

Location:

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

Cost:

Members: \$0.00

Non-member participants: \$50.00

Registration:

Please register online on OMS

[Register for September 23, 2024](https://sbcss.k12oms.org/52-249234)

[Register for January 13, 2025](https://sbcss.k12oms.org/52-249235)

[Register for May 13, 2025](https://sbcss.k12oms.org/52-249236)

(09/23/24 URL: <https://sbcss.k12oms.org/52-249234>)

(01/13/25 URL: <https://sbcss.k12oms.org/52-249235>)

(05/13/25 URL: <https://sbcss.k12oms.org/52-249236>)

Audience:

Occupational Therapists

Special Accommodations:

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





Physical Therapy Professional Learning Collaborative

The Physical Therapy Professional Learning Collaborative group meets a few times a year for continuing professional development, enrichment, networking, and training. This group will address current issues of school-based physical therapy. There will be time for questions and discussion as a group. Topics concerning new testing measures, evidence-based practice and treatment, IEP goal writing, and recommendations for services will be addressed. Information concerning relevant legal rulings that affect the profession of physical therapy will be shared.

Presented by:

Codi Andersen
Occupational and Physical Therapy Supervisor

Date & Time:

September 17, 2024
January 21, 2025
April 17, 2025

Registration begins at 2:00 p.m.
Training time 2:30 - 4:00 p.m.

Location:

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

Cost:

No Cost

Registration:

Please register for September 17th [online on OMS](https://sbcss.k12oms.org/52-249237)
(URL: <https://sbcss.k12oms.org/52-249237>)
Please register for January 21st [online on OMS](https://sbcss.k12oms.org/52-249238)
(URL: <https://sbcss.k12oms.org/52-249238>)
Please register for April 17th [online on OMS](https://sbcss.k12oms.org/52-249239)
(URL: <https://sbcss.k12oms.org/52-249239>)

Audience:

Physical Therapists

Special Accommodations:

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



Reading Difficulties Risk Screener

Implementation Steps for Schools and Districts

The following steps aim to establish a framework for early identification of, and intervention for, risk of reading difficulties, including dyslexia, for California students.



1

Adopt a Screening Instrument

- **Deadline:** June 30, 2025
- **Who:** Local Educational Agencies (LEAs)
- **What:** Adopt one or more screening instruments from the approved list to assess students for reading difficulties



2

Perform Annual Assessments

- **Starts:** 2025–26 school year
- **Who:** Students in Kindergarten, Grade 1, and Grade 2
- **Frequency:** At least once per school year
- **Exceptions:** Parents may opt out



3

Notify Parents

- **Timeline:** At least 15 days before screening
- **Includes:**
 - Details of the screening process
 - Information on the opt-out process



4

Use Screening Results

- **Purpose:** Early detection of potential reading difficulties
- **Outcome:** Tailored interventions and services for at-risk students



5

Share Results with Parents

- **Timeline:** Within 45 days of assessment
- **Includes:**
 - Screening results
 - Guidance on next steps and interpreting results

For more information, please click or scan the QR codes below.



Reading Difficulties
Risk Screener
FAQs

Adoption
Toolkit





Responding to School Crisis

This course is a two-day training designed to prepare school staff and mental health clinicians for responding to crises that affect school communities. The three most common phases of a crisis (pre-crisis planning, acute crisis response, and post-crisis activities) will be reviewed. Special attention is given to the most common pitfalls associated with crisis response activities. Participants will be introduced to the Responding to School Crises utilizing the Models of Support framework and specific intervention techniques that can easily be applied within the school setting for the emotional support of students, families, and school staff.

Presented by:

DMCC Training Institute

Date & Time:

March 20 & 21, 2025

Registration begins at 8:00 a.m.

Training time 8:30 a.m. - 4:30 p.m.

Location:

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

Cost:

Members: \$0.00

Non-member participants: \$50.00

Registration:

Please register online on OMS

<https://sbcss.k12oms.org/52-262188>

Audience:

Special education teachers, general education teachers, paraprofessionals, site administrators, school psychologists, counselors, and clinicians.

Special Accommodations:

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



California Association of Health and Education Linked Professions

Upcoming Trainings

Date/Time	Event	Location
2/21/2025 12:00 PM - 2:00 PM	SPECIAL EDUCATION DIRECTOS' TRAINING	DMESC
2/26/2025 9:00 AM - 11:00 A	AUTHORIZED CALIFORNIA PBIS EXTERNAL REVIEWER (ACER) 2.0	DOROTHY INGRAM LC - RM. C
2/27/2025 8:00 AM - 4:00 PM	IMTSS SYMPOSIUM	HDC
2/28/2025 8:00 AM - 11:00 A	EARLY CHILDHOOD SPECIAL EDUCATION BRIDGE AUTHORIZATION TRAINING	VIRTUAL
3/1/2025 -	CO-TEACHING: POWER OF TWO SELF-PACED OVERVIEW	VIRTUAL
3/1/2025 8:00 AM - 4:30 PM	ECSE: PRESCHOOL TO TK/KINDER TRANSITION PLANNING AND ASSESSMENT (SELF-PACED COURSE)	VIRTUAL
3/1/2025 -	TISA: DETERMINING THE NEED AND WORKING EFFECTIVELY WITH INTENSIVE SUPPORTS	ONLINE
3/3/2025 8:30 AM - 3:30 PM	ORTON-GILLINGHAM APPROACH	VIRTUAL
3/5/2025 1:30 PM - 3:30 PM	SLP COLLABORATIVE AUGMENTATIVE AND ALTERNATIVE COMMUNICATION (AAC) ESSENTIALS PART 2	DMESC/VIRTUAL
3/6/2025 8:30 AM - 3:30 PM	CPI NON-VIOLENT CRISIS INTERVENTION	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

Upcoming Trainings

Date/Time	Event	Location
3/7/2025 8:30 AM - 3:30 PM	CPI NON-VIOLENT CRISIS INTERVENTION FLEX-BLENDED	DMESC
3/10/2025 2:00 PM - 4:00 PM	SIMPLE BUT EFFECTIVE STRATEGIES FOR STUDENTS WITH VIRTUAL AUTISM IN THE GENERAL EDUCATION SETTING	
3/11/2025 9:00 AM - 11:00 A	AUTHORIZED CALIFORNIA PBIS EXTERNAL REVIEWER (ACER) 2.0 - AM SESSION	WEESC
3/11/2025 1:00 PM - 3:00 PM	AUTHORIZED CALIFORNIA PBIS EXTERNAL REVIEWER (ACER) 2.0 - PM SESSION	WEESC
3/19/2025 8:30 AM - 3:30 PM	SCHOOL PSYCHOLOGISTS' COMMITTEE MEETING- AUTISM SPECTRUM DISORDERS: BEST PRACTICES IN ASSESSMENT	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