

DESERT MOUNTAIN CHARTER SELPA STEERING and FINANCE COMMITTEE MEETING

November 13, 2025 – 9:00 a.m.

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

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DESERT MOUNTAIN CHARTER SELPA MEMBERS PRESENT:

Alliegance STEAM – Dr. Callie Moreno, Aveson Charter Schools – Kelly Jung via zoom, Ballington Academy – Shannon Brandner, Desert Trails and LaVerne Preparatory Schools – Anais Guerra, Julia Lee Performing Arts Academy – Nika Hall via zoom, Leonardo da Vinci – Anne Laird via zoom, Odyssey Charter – Chasityflame Price via zoom, Options for Youth – Christina Leal, Pasadena Rosebud – Shawn Brown via zoom, Pathways to College – James Connell, Southern California Flex Academy – Stevie Montanarelli via zoom, Taylion High Desert Academy – Karen Ware

GUESTS PRESENT:

Betsy Salguero – Desert Trails and LaVerne Preparatory Schools
Grace Choi via zoom – Taylion High Desert Academy
Hailey Vernague – Taylion High Desert Academy

CAHELP, DM CHARTER SELPA, AND DMCC STAFF PRESENT:

Pam Bender, Jennifer Sutton, Linda Llamas, Deborah Sarkesian, Heidi Chavez, Kayla Gewirtz, Dr. Peggy Dunn, Shelley Walsh, Agustina Garcia, Angie Mgbeke, Dr. Codi Andersen, Colette Garland, Danielle Côté, Edson Magaña, Guille Robles-Burgos, Isaac Medina, Iván Campos, Jennifer Rountree, Dr. Karina Quezada, Misty Ubina, Rory Hazen, Sheila Parisian, Veronica Rousseau

1.0 CALL TO ORDER

The regular meeting of the California Association of Health and Education Linked Professions, Joint Powers Authority (CAHELP, JPA) Desert Mountain Charter SELPA Steering and Finance Committee Meeting was called to order by Chairperson Pam Bender at 9:02 am.

2.0 ROLL CALL

Following roll call, a quorum was confirmed to be present. In accordance with the Brown Act and California Government Code Section 54953(b) regarding teleconferencing, virtual participants satisfied all legal requirements.

3.0 PUBLIC PARTICIPATION

There was no public participation.

4.0 ADOPTION OF THE AGENDA

4.1 **BE IT RESOLVED** that a motion was made by Karen Ware, seconded by Christina Leal, to approve the November 13, 2025, Desert Mountain Charter SELPA Steering and Finance Committee Meeting Agenda as presented. The motion carried on the following vote: 12:0:0. Ayes: Dr. Callie Moreno, Kelly Jung, Shannon Brandner, Anais Guerra, Nika Hall, Anne Laird, Chasityflame Price, Christina Leal, Shawn Brown, James Connell, Stevie Montanarelli, and Karen Ware. Nays: None. Abstention: None.

5.0 CONSENT ITEMS

It is recommended that the Desert Mountain Charter SELPA Steering and Finance Committee consider

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approving 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.

BE IT RESOLVED that a motion was made by Dr. Callie Moreno, seconded by James Connell, to approve the following Consent Item as presented. The motion carried on the following vote: 12:0:0. Ayes: Dr. Callie Moreno, Kelly Jung, Shannon Brandner, Anais Guerra, Nika Hall, Anne Laird, Chasityflame Price, Christina Leal, Shawn Brown, James Connell, Stevie Montanarelli, and Karen Ware. Nays: None. Abstention: None

5.1 October 16, 2025, Desert Mountain Charter SELPA Steering and Finance Committee Meeting Minutes.

6.0 FINANCIAL COMMITTEE ITEMS

6.1 2025-26 AB602 Projections

The 2025-26 AB602 projection for our current year was presented. The adjusted apportionment may change slightly after the off-the-top adjustments are completed.

6.2 Purchased Services

Directors are encouraged to review the County Operated Services and Related Services reports sent out monthly to ensure the dollar amounts districts are paying are accurate. The reports also provide the cap for each of the services. The county operated services includes any SAI, low incidence, language and speech, and occupational and physical therapy services county provides for district students. The SELPA related services include the educational support. Both are fee-for-services provided.

6.3 Maintenance of Effort (MOE) Forms

The MOE reports were due in September; one charter is outstanding. The SEMA (actuals from 2024-25), SEMB (budget for 2025-26), and SYT (subsequent year tracking) are all used to monitor that charters are spending at least a dollar more Special Education funds than the previous year.

The excess cost is complete. Charters were thanked for completing them quickly.

The SEMB (Budget) looks the same as the SEMA (Actuals). The SEMB includes a total section of expenditures. There are federal expenditures, state and local expenditures, and just local expenditures. There are tests in the MOE that charters must pass. If the expenditure is not federal or state, it is local.

Comparison years means the last year charters passed each of the four tests. Charter SELPA compiles that information using current pupil counts and all comparison years along with the amounts. The comparison years along with the amounts are for each expenditure are at the bottom of the SEMA/SEMB form where the comparison year and the amounts are entered for each federal, state, and local expenditures.

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The difference between the current and comparison years cannot be negative. Charters must spend at least one more dollar than when they passed the test last. If it is negative, it can affect the federal dollars received. Charters may then have to pay back dollar for dollar – if one dollar more was not spent from last year.

The SYT form was reviewed. Part 1 is where fiscal personnel enters the district information. Part 2 is the SYT worksheet where the LEA is selected and the district information is pre-populated and if the district passed or failed. Leas only need to pass one test. The Charter budget year information needs to be entered from the SEMB. The form needs to be signed and sent to Kayla for submission to CDE.

There is an exception form for instances when a student with high costs leaves a district, or staff retires saving the district money.

7.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

7.1 Legislative Update

New trailer bill language will be released on February 1, 2026. February 16, 2026, is the deadline to introduce any new bills. May 29, 2026, is the last day for bills to be passed in the House, whether it is in the Senate or the Assembly. July 2, 2026, is the last time for policies to be heard. There is a recess in the summer, and they reconvene August 3, 2026. August 14, 2026, is the last day for fiscal committees to meet and report bills to the floor. August 21, 2026, is the last day to amend on the floor. August 31, 2026, is the last day for each house to pass bills. September 30, 2026, is the last day for the Governor to sign or veto bills.

All new legislation goes into effect January 1, 2026, unless it is an urgent one or otherwise noted. If it is specifically for education, it may go into effect on July 1, 2026.

- **AB560** (Addis) Approved by the Governor on October 10, 2025. LEAs to take all reasonable steps to distribute initial assessment workload across resource specialists in an *equal* manner. Superintendent of Public Instruction (SPPI) to *recommend* a maximum recommended adult-to-pupil staffing ratios for special classes serving pupils with similar or intensive educational need(s). They must be posted on the CDE website by July 1, 2027.
- **AB606** (Quirk-Silva) Approved by the Governor on October 6, 2025. Provides alternative measures for those with out-of-state credentials with a specialization in pupil personnel services without having to go through the credential program again. The credential would be valid for 2 years and eligible for renewal. The bill mandates a clear public checklist of requirements to be available by August 1, 2026.
- **AB1224** (Valencia) The bill regarding administrative credentialing; 60-day substitute teachers; was vetoed by the Governor. The bill needs more specific information about what training substitutes will receive is going to look like. It is not just vacancies; it includes maternity/paternity leaves, family leaves, or any individual is out for a significant amount of time.

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- **AB1009** (Blanca Rubio) Approved by the Governor. Occupational and Physical Therapists with a valid license who meet the basic skills requirement and 5 years of experience as a school-based OT or PT may apply to an administrative services credential program. They must satisfy the requirements to apply for a preliminary services credential with a specialization in Administrative Services.
- **AB284** (Hoover) Approved by the Governor on July 14, 2025. DHH services can be a standalone service to support students.
- **SB389** (Ochoa Bogh) Approved by the Governor. Licensed vocational nurses are able to continue to provide respiratory services as long as they are under the direction of a licensed nurse.
- **AB1119** (Patel) Teacher Dual Credentialing, “One System for All Students.” Create efficient pathways for teachers to earn dual credentials for both general and special education. By March 1, 2027, the Commission on Teacher Credentialing (CTC) must develop clear, streamlined routes for dual credentialing; align coursework where requirements overlap; identify and reduce barriers for teachers and programs; consider supplementary authorizations and best practices from other states.
- **HR2333** (Mannion) Protecting Students with Disabilities Act passed making sure that funds are not eliminated when the restructuring of the Department of Education takes effect. Makes sure that it does not reduce any funding for any of the programs under IDEA.
- **HR 2598** (Huffman & Van Hollen) Full Funding Act passed for full federal funding of IDEA. This has never been fully funded.
- **AJR-7** (Addis) Chaptered by Secretary of State on August 29, 2025. Ensures the President of the United States and Congress continue services and funding for students with disabilities are uninterrupted.

7.2 Desert Mountain Children’s Center Client Services Reports and Updates

7.2.1 DMCC Client Report Memorandum

The Charter’s point of contact should have received the DMCC client and client services reports via encrypted email from Keri Downing. Contact Linda or Guille for help with understanding the reports, if there are any changes in the reports, or if there are any questions.

7.2.2 DMCC Article: Mental Health Needs of Children in Military Families

A review of the Mental Health article “[*Mental Health Needs of Children in Military Families*](#)“ was provided. The article focuses on military families and the effects of frequent moves, long separations from a parent and the uncertainty that comes with deployments and how it can take an emotional toll. These stressors often show anxiety, sadness, irritability, or dips in school performance, especially when routines and relationships are constantly changing.

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The well-being of the caregiver at home also plays a huge role in how a child adjusts during these transitions. By recognizing the unique experiences of military-connected students, identifying their needs early, and ensuring consistent emotional and academic

support, schools can help these children feel seen, supported, and empowered to thrive, no matter where military life takes them.

All the mental health articles can be found here: [Mental Health News Articles - California Association of Health and Education Linked Professions](#)

7.2.3 DMCC Interim Placement Flow Chart

The flow chart of the DMCC referral process was reviewed. Referrals are accepted if signed by a parent or a parent acknowledges that the referral was submitted. There is a box on the online referral indicating that the parent is aware of the referral. Once received, custody of child, insurance, IEP eligibility, and educational rights if the child is on an IEP are checked. The referral is triaged based on the need of the child. If the child is IEP eligible, the 60-day timeline to complete the ERMHS assessment is followed. If the child has an IEP and has Medi-Cal, an assessment is completed within 10 days following the DMH/Medical timeline. Timelines are dependent on parental responsiveness. If the parent is non-responsive to the 3 attempts to contact, the referral is closed. If the parent reaches out afterwards, the referral is reopened. Over 7,000 referrals are received yearly.

If the child is identified as being from a charter school, it is noted on the referral and is placed in the monthly report provided to the Charter's point of contact. The Charter is notified of the assessment results. The ERMHS report is uploaded to SEIS, and a non-meeting addendum is completed for services if the parent agrees to have the services added without holding an IEP meeting. If the parent requests an IEP meeting, the Charter is contacted, and an IEP meeting is scheduled. All documents are uploaded into SEIS.

There are rare cases where a child who is on an IEP meets medical needs, but not educational needs. Services are provided via the child's insurance but will not be on an IEP. An assessment report indicating the rationale is uploaded into SEIS. If a parent wants DMCC services on campus, the school is informed. Whether a 504 plan is completed is determined by the charter.

The Interim Placement Flow Chart was reviewed. Once notification is received with the IEP, the services and goals are picked up, the child is seen right away, and an assessment is completed. If the clinician does not attend the 30-day IEP meeting, with the permission of the educational right holder, an addendum adding services and goals is completed.

Charters having one contact person to receive updates from DMCC for ERMHS services was discussed. The identified individual would relay information to the appropriate charter team members.

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7.3 [Professional Learning](#) Opportunities Updates

7.3.1 Professional Learning Summary

In October there were 74 participants in CAHELP led trainings, workshops, or committees. Of those, 64 were on-site trainings and 10 took part in regional trainings. Behavioral supports led the way.

So far this year, there were 311 participants in CAHELP led trainings, workshops, or committees. Of those, 261 participated in on-site trainings and 50 came to regional trainings. 186 (60%) participated in behavioral supports training.

The CAC meeting and presentation will be held November 13, 2025, from 4:00 to 6:00 pm. Melissa de Silva and Agustina Garcia will present *Building Inclusive Communities, Enhancing Autism Awareness and Support Systems*.

Strengthening IEP Development Trainer of Trainers: A continuum of Early Childhood Through Adult Transition is a 5-day course plus two self-paced sessions. Those completing this course will take the information back and help support the IEP development at charter sites. There is no cost.

7.3.2 Flyer - Program for the Education and Enrichment of Relational Skills (PEERS)

A free evidence-based social skill 16-week program for middle and high school teens who want to improve on making friends will be available in late January, early February. There is a parent component where they attend their own sessions in another room.

7.3.3 [PEERS Referral Form](#)

Referrals are submitted through the CAHELP website. There is also an [Autism page](#) and [Photograph Gallery](#) page.

7.3.4 Flyer – The Science of Reading Literacy Pathway From Foundations to Mastery

This pathway has no cost and are held from 8:30 am to 2:30 pm on December 3, 2025, January 21, 2026, February 18, 2026, and March 17, 2026, at the Desert Mountain Educational Service Center.

7.3.5 Flyer – The Science of Reading Understanding How the Brain Learns to Read

This training has no cost and will be held from 8:30 am to 2:30 pm on December 3, 2025, at the Desert Mountain Educational Service Center and virtually.

7.3.6 Flyer – Mastering Phonological Awareness Exploring Sounds

This training has no cost and will be held from 8:30 am to 2:30 pm on January 21, 2026, at the Desert Mountain Educational Service Center and virtually.

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- 7.3.7 Upcoming Trainings
- 7.4 Resolution Support Services Summary and Update
- 7.4.1 Due Process Summary
- To date, there have been no filings for DM Charter SELPA.
- 7.4.2 Due Process Activity Summary
- Reminder: Make sure the fundamental parts of IEPs are good. Once a filing is placed, the entire IEP and assessment need to be defensible.
- 7.5 Compliance Update
- The Compliance and Improvement Monitoring progress report is due January 10, 2026, for reporting period July 1, 2025, through December 31, 2025.
- The Annual Determination Letters are based on what is in CALPADS on December 12, 2025.
- The Timeline Compliance is one section of the annual determination letter consisting of late annuals, late triennials, not meeting the 60-day timeline, and transition.
- The Annual IEP Implementation involves charters in Cycle C. The submission date has changed to April 30, 2026. The reporting period is January 2, 2026, through February 27, 2026.
- Charters were commended for having zero overdue meetings including plan reviews, re-evaluations, initial evaluations, and 30-day reviews as of 8:23 am, November 13, 2025.
- 7.6 California Longitudinal Pupil Achievement Data System (CALPADS) Update
- On November 1, 2026, CDE completed a data analysis on school-age and preschool-age LRE, which are indicators 5 and 6. A spreadsheet was emailed to charters. The issues found must be corrected by December 12, 2025.
- 7.7 Desired Results Developmental Profile (DRDP)
- Reminder: TK and Kindergarten are part of DRDP. The Assessment period is September through December. There is a SEIS search for DRDP. The data is to be entered by January 9, 2026. LEA assessors are asked to complete the DRDP training video as it is required.
- 7.8 Special Education Information System (SEIS) Update
- SEIS training dates are December 3 and December 10, 2025. Open forums dates are November 13 and December 9, 2025. The SEIS Admin. Meeting is on December 4, 2025, in-person at Desert Mountain Educational Service Center.

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There was a break from 10:19 am to 10:29 am

7.9 Career Readiness & Employment Services (CRES) Updates

7.9.1 TPP Referrals by District to Date

The referrals by district were reviewed.

7.10 Prevention and Intervention (P&I) Updates

7.10.1 CA PBIS Executive Summary

The California PBIS is in partnership with the California Department of Education Special Education Division.

7.10.2 Brief: Habits of Effective Classroom Practices

Habits are predictable and regular in responses to cues in the environment. The brief focuses on antecedent behavior and consequences and how that affects classroom and practice. The behavior becomes a habit through repeated practice of the ABC sequence.

7.10.3 Brief: Supporting Implementation of PBIS in Charter Schools

Charter schools implementing PBIS with fidelity see improved student outcomes in academics, attendance, and behavior.

7.10.4 Prevention and Intervention CA-ISP July – November 2025

We are in the last year of the California Integrated Supports Project Grant. This is Cohort 2, year 2. There is one school district P & I is working with at 3 schools.

7.10.5 Prevention and Intervention Training Report July – November 2025

This year, 25 trainings have been facilitated in the PBIS framework category, 5 trainings in the pyramid model for early childhood, 20 in the targeted behavioral supports, 5 in climate and culture, 3 in social-emotional supports, 4 in trauma-informed practices, and 6 in family engagement.

The P&I team has provided 79 hours of in-person regional training, 205.5 hours of on-site training, and 2 hours of virtual training.

7.11 Occupational and Physical Therapy Services Report

7.11.1 Occupational and Physical Therapy Services Report Memorandum

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The Charter's point of contact received the OT/PT services reports. For any questions or concerns, please contact Dr. Codi Andersen Codi.Andersen@cahelp.org or Edson Magana, Edson.Magana@cahelp.org.

8.0 INFORMATION / ACTION ITEMS

8.1 Non-Public Agency – ISA Requirements

Charters were asked to stay after the meeting to discuss the ISA requirements if interested.

8.2 DMCC Emotionally Related Mental Health Services (ERMHS) Amendments Meeting

A follow-up meeting will take place to discuss how to move forward with amendments.

8.3 Linguistically Appropriate Goals and Objections (LAGO)

Students with EL must have linguistically appropriate goals and objectives in the IEP. There may be changes to SEIS documents so assist in identifying them.

9.0 STEERING COMMITTEE MEMBERS' COMMENTS / REPORTS

There were no comments or reports.

10.0 CEO COMMENTS

Pam asked the directors if they were using the Special Ed. Connection subscription and what parts they were using. The areas often used by directors include training classes, gathering information on upcoming laws, the search engine, and receiving the daily emails.

11.0 MATTERS BROUGHT BY THE PUBLIC

There were no matters brought by the public.

12.0 ADJOURNMENT

Quote by an anonymous writer was shared, *"Every student can learn, just not on the same day and in the same way."*

BE IT RESOLVED that there was a motion made by Shannon Brandner, seconded by Karen Ware to adjourn the Desert Mountain Charter SELPA Steering and Finance Committee Meeting at 10:38 am. The motion carried on the following vote: 12:0:0. Ayes: Dr. Callie Moreno, Kelly Jung, Shannon Brandner, Anais Guerra, Nika Hall, Anne Laird, Chasityflame Price, Christina Leal, Shawn Brown, James Connell, Stevie Montanarelli, and Karen Ware. Nays: None. Abstention: None.

The next regular meeting of the Desert Mountain Charter SELPA Steering Committee will be held on Thursday, December 11, 2025, at 9:00 a.m., at the Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley, CA 92307.

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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.