



**CALIFORNIA DEPARTMENT
OF EDUCATION**

TONY THURMOND
STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

March 7, 2025

Pamela Bender, Director
Desert Mountain Charter Special Education Local Plan Area, Code 3651
17800 Highway 18
Apple Valley, CA 92307

Dear SELPA Director Bender:

The Focused Monitoring and Technical Assistance Unit V (FMTA V) in the Special Education Division at the California Department of Education (CDE) acknowledges the receipt of the recent submission of the Special Education Local Plan Area (SELPA) Local Plan by the Desert Mountain Charter SELPA.

At this time, the CDE has determined the status of the items pertaining to the Local Plan submissions as follows:

- Local Plan Section A: **Accepted**
- Local Plan Section B: **Accepted**
- Local Plan Sections D, E: **Accepted**
- Attachments: **Accepted**
- Certifications: **Accepted**

In reference to California *Education Code* (EC) Section 56205.5, the CDE advises the SELPA to notify member LEA's that "(a) The superintendent or other chief administrator of a local educational agency shall post on the Internet Web site of the local educational agency any local plan, annual budget plan, annual service plan, and any updates or revisions to the plans upon approval of the Desert Mountain Charter SELPA."

The SELPA may post and implement the Local Plan for the 2024–25 fiscal year.

The 2025–26 fiscal year Local Plan submission deadline is June 30, 2025. Local Plan submission materials for 2025–26 will be made available at a later date. Note that any changes to LEA membership will require another submission of Section B.

If you have questions regarding this subject, please contact the Focused Monitoring and Technical Assistance Unit V, by phone at 916-323-2409 or by email at SELPALocalPlan@cde.ca.gov.

Pamela Bender, Director

March 7, 2025

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Sincerely,

John Burch, EdD

John Burch, EdD, Education Administrator

Special Education Division

JB:kb



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October 29, 2024

Pamela Bender, Director
Desert Mountain Charter Special Education Local Plan Area, Code 3651
17800 Highway 18
Apple Valley, CA 92307

Dear SELPA Director Bender:

The purpose of this letter is to confirm the amended Desert Mountain Charter Special Education Local Plan Area (SELPA) membership. The following are changes reported in the 2024–25 Local Plan:

- Effective July 1, 2024, the following charter school has exited the SELPA, and was removed from the SELPA membership:
 - Elite Academic Academy - Lucerne – 1923
- Effective July 1, 2024, the following charter schools have been added as a member of the SELPA and acts as their own local educational agency (LEA) for the purposes of special education:
 - Ballington Academy for the Arts and Sciences-San Bernardino – 1795
 - Options for Youth-Victor Valley Charter – 0013

The SELPA must adhere to the requirements of California *Education Code (EC)* sections 56207 and 56207.5 when transferring existing programs and services and when adding new charter or district local educational agencies (LEAs) as participating members of the SELPA. Please be aware, information for meeting membership transfer requirements will be included in the Local Plan templates for fiscal year 2025–26 Local Plan submissions.

As you know, the acceptance of the Local Plan does not set aside any federal or state laws or regulations. A SELPA may choose to amend the Local Plan any time a change is deemed necessary due to local changes, new legislative requirements, a new interpretation by the courts, or an official finding of noncompliance with federal law, state law, or regulations determined by the California Department of Education.

Please note that *EC* Section 56195.9(b) requires that, commencing July 1, 2020, a SELPA must review its Local Plan Section B: Governance and Administration at least once every three years and update as needed to ensure information contained within the

Pamela Bender, Director

October 29, 2024

Page 2

plan remains relevant and accurate. This requirement must not be construed to change the requirements for the annual plans contained in *EC* Section 56205(b)(1–3).

Pursuant to *EC* Section 56205.5, a complete copy of the Local Plan including all sections, Section B: Annual Governance Plan, Section C: Annual Assurances Support Plan (not required until 2027), Section D: Annual Budget Plan, and Section E: Annual Service Plan must be held on file at each participating LEA, and must be accessible to any interested party. It is also required that all sections of the Local Plan be posted on the internet website of each LEA member and on the approving county office of education(s) website(s).

If you have questions regarding this subject, please contact the Focused Monitoring and Technical Assistance Unit V, at 916-323-2409 or at SELPALocalPlan@cde.ca.gov.

Sincerely,

John Burch Digitally signed by John Burch
Date: 2024.10.29 07:40:45
-07'00'

John Burch, EdD, Education Administrator
Special Education Division

JB:mm

LOCAL PLAN

Section A: Contacts and Certifications

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

Contact Information and Certification Requirements

A1. Check the box or boxes that best represents the SELPA's Local Plan submission to the California Department of Education (CDE):

- ☐ *NEW* SELPA (for proposed multiple Local Educational Agency (LEA) SELPA, or COE joined SELPA only)
- ☒ Local Plan Section B: Governance and Administration
- Local Plan Section B
 - Certifications 1, 3, 4 and 5 are required
 - Attachment I is required. Note: Additional attachments may be required if the amendment affects the services or funding associated with the Local Plan
- ☒ Local Plan Section D: Annual Budget Plan
- ☐ Select if this Local Plan Section D submission was revised after June 30th due date
- Local Plan Section D
 - Certifications 2, 3, 4 and 5 are required
 - Attachments I-V are required
 - If the submission is an amendment of special education revenues and/or expenditures previously reported to the CDE due to changes in services and programs provided by LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section E: Annual Service Plan, along with Attachment VI and VII.
- ☒ Local Plan Section E: Annual Service Plan
- ☐ Select if this Local Plan Section E submission was revised after June 30th due date
- Local Plan Section E
 - Certifications 2, 3, 4 and 5 are required
 - Attachments I and VI are required
 - If the submission is an amendment of programs and services previously reported to the CDE that affect the allocation of special education funds to LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section D: Annual Budget Plan, along with Attachments II-V and VII.
- ☒ Local Educational Agency Membership Changes

Section A: Contacts and Certifications

SELPA

Fiscal Year

- Requires amending Local Plan Section D
- Requires amending Local Plan Section E
- Certifications 2, 3, 4 and 5 are required
- Attachments I-VII are required
- If the change in membership constitutes a change to the SELPA governance and/or administration, then the SELPA must also submit an amendment for Local Plan Section B: Governance and Administration, as well as, Certification 1.

A2. SELPA Identification

Enter the 4-digit SELPA code issued by the CDE. SELPA codes can be found on the CDE website located at <http://www.cde.ca.gov/sp/se/as/caselpas.asp>.

SELPA

A3. SELPA Administrator Contact Information

Enter address information for the SELPA. Include current SELPA administrator contact information. NOTE: SELPA administrator position changes do not require amendments to the Local Plan. However, in such cases the new SELPA administrator assumes the responsibility for the contents and implementation of the last approved Local Plan filed with the CDE.

SELPA Name	Desert Mountain Charter SELPA - 3651		
Street Address	17800 Highway 18	Zip Code	92307
City	Apple Valley	County	San Bernardino
Mailing Address	17800 Highway 18		
City	Apple Valley	Zip Code	92307
Administrator First Name	Pamela	Administrator Last Name	Bender
Administrator Title	Chief Executive Officer		
Administrator's Email	Pamela.Bender@cahelp.org		
Telephone	(760) 955-3556	Extension	

A4. Administrative Entity (Responsible Local Agency or Person (as applicable) Contact Information

Section A: Contacts and Certifications

SELPA

Fiscal Year

Enter information for the current administrative entity. This is the responsible local agency or, an administrative unit for a multiple LEA SELPA or COE joined SELPA; or an identified responsible person for a single LEA SELPA. In either case, the administrative entity identified is responsible for the implementation and/or fiscal administration of the Local Plan.

Administrative Entity Name	San Bernardino County Office of Education		
Street Address	601 North E Street	Zip Code	92403
City	San Bernardino	County	San Bernardino
Contact First Name	Ted	Last Name	Alejandre
Contact Title	Superintendent		
Email	ted.alejandre@sbcss.net		
Telephone	(909) 386-2459	Extension	

Special Education Local Plan Area Review Requirements

Community Advisory Committee

A5. Pursuant to California *Education Code (EC)* sections 56194(a) and (b); and 56205(a)(12)(E) and (b)(7), the SELPA must involve the Community Advisory Committee (CAC) at regular intervals during the development and review of each Local Plan section. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

☒ Yes ☐ No ☐ N/A (Section D and/or Section E submissions)

A6. Pursuant to *EC* Section 56207(b)(7), the Local Plan section(s): Section B: Governance and Administration: Annual Service Plan must be provided to the CAC for final review 30 days prior to the plan being submitted the CDE.

The Local Plan was submitted to the CAC on:

☐ N/A (Section D and/or Section E submissions)

County Office of Education

A7. Pursuant to *EC* sections 56140, 56195.1(c), and 56205, within 45 days, the COE, or COEs (as applicable) must approve or disapprove any proposed Local Plan, including any amendment submitted by a SELPA within the county or counties. Enter the COE or COEs responsible for,

Section A: Contacts and Certifications

SELPA

Desert Mountain Charter SELPA - 3651

Fiscal Year

2024-25

coordinating special education services within a county, reviewing, and approving the Local Plan.

Select the "Add COE" button to add additional COEs as needed. Users may select the "checkbox" next to the COE entry and the "Delete COE" to remove entries as necessary.

☒ COE responsible for approving the Local Plan

San Bernardino County Office of Education

Local Plan section(s) was/were provided to the COE(s) listed for approval on

May 10, 2024

Add COE

Delete COE

Public Hearing Requirements

Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plans

Public Hearing notices must be posted at each school site informing the public of the SELPA Public Hearing for the adoption of Local Plan Section D: Annual Budget Plan, and/or Local Plan Section E: Annual Service Plan at least 15 days before the hearing. Evidence of the posting should be maintained and made available to the CDE upon request.

A8. Local Plan Section D: Annual Budget Plan Public Hearing

Most Recent School Site Posting Date

Apr 3, 2024

SELPA Public Hearing Date

Apr 18, 2024

A9. Local Plan Section E: Annual Service Plan Public Hearing

Most Recent School Site Posting Date

Apr 3, 2024

SELPA Public Hearing Date

Apr 18, 2024

Submitting the Local Plan to the California Department of Education

STEP 1: Contacts and Certifications

Section A is required when submitting any and all Local Plan sections to the CDE for approval. Certifications and applicable attachments associated with the type of submission identified in item A1 above must be included with each submission.

STEP 2: SELPA Governance Structure

Section A: Contacts and Certifications

SELPA

Fiscal Year

A10. For the purposes of special education, the governing board of a district/charter LEA must elect to participate in a SELPA. The SELPA's governance structure is defined by this election. The SELPA meets requirements and has elected the following governance structure for the Local Plan. Select one of the following three choices:

- ☐ Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or
- ☒ Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- ☐ COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

STEP 3: Prior Submissions

A11. Enter the fiscal year of the previously submitted Local Plan section:

Section B: Governance and Administration

Section D: Annual Budget Plan

Section E: Annual Service Plan

STEP 4: Local Plan Collaboration

A12. Many representatives of the community are involved in the development of all sections of a Local Plan. In this table, report the participation of key stakeholders required to participate in regular meetings by EC sections 56001(f) and 56192 including administrators, general education teachers, special education teachers, members of the CAC, parents selected by the CAC, or other persons concerned with individuals with exceptional needs. Include the agency, first and last name, the title of each participant who was involved in the collaboration in the development of the Local Plan sections, and the section worked on. Select the "Add" button to insert a new row and the "-" button to delete the corresponding row.

Add	Agency	First and Last Name	Title	Section
-	Allegiance STEAM Academy	Jacqueline Williams	Administrator-Spec. Ed.	Multiple
-	Apple Valley USD	David Wheeler	Administrator-Spec. Ed.	Multiple
-	N/A	Deborah Sarkesian	Parent	Multiple

Section A: Contacts and Certifications

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

Add	Agency	First and Last Name	Title	Section
☐	DM Charter SELPA	Heidi Chavez	CAC	Multiple
☐	N/A	Sheila Parisian	Parent	Multiple
☐	DMSELPA	Annette Rego	Other	Multiple
☐	DMSELPA	Maurica Manibusan	Other	Multiple
☐	CAHELP JPA	Kathleen Peters	Administrator-Spec. Ed.	Multiple
☐	CAHELP JPA	Pamela Bender	Administrator-Spec. Ed.	All
☐	CAHELP JPA	Jennifer Sutton	Administrator-Spec. Ed.	Multiple

STEP 5: Certifications

A13. Select the check box below to indicate which of the five certifications are being submitted. Include the total number of each type of certification being submitted.

- ☒ Certification 1: SELPA Local Plan Section B: Governance and Administration
- ☒ Certification 2: SELPA Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plan
- ☐ Certification 3: COE (Required for all SELPA Local Plan Sections B, D, and E)
- Number Submitted 1
- ☒ Certification 4: CAC (Required for all SELPA Local Plan Sections B)
- ☒ Certification 5: LEA (Required for all SELPA Local Plan Sections B, D, and E)
- Number Submitted 17

STEP 6: Electronic Signatures

A14. All applicable certifications must be electronically signed and included with the Local Plan.

STEP 7: Final Check

- All certifications submitted to the CDE must be electronically signed.
- Local Plan must be submitted to the CDE using the SELPA's assigned Box.com web address.

Section A: Contacts and Certifications

SELPA

Fiscal Year

-
- In order to facilitate the timely processing, approval, and distribution of SELPA funding, please submit the Local Plan in the original, CDE-approved format. All templates are coded for the CDE's record keeping purposes.
 - Handwritten, scanned, or modified templates remove the coding from the fields and impede the CDE's processing of the Local Plan. In such cases, SELPAs may be required to resubmit handwritten, scanned, or modified Local Plans that are not saved in the original 2022–23 CDE Local Plan Submission template provided, resulting in a delay in approval and funding.

Section A: Contacts and Certifications

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

Certification 1

Local Plan Section B: Governance and Administration

IMPORTANT: Certification 1 is required when the information being submitted to the CDE is related to Local Plan Section B: Governance and Administration.

I certify the attached Governance and Administration Local Plan section has been adopted by all LEA members listed in Attachment I and is the basis for the operation and administration of special education programs. I further assure the agency(ies) represented herein will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act (IDEA), Title 20 of *United States Code (USC)* 1400 et seq., implementing regulations under; the Federal Rehabilitation Act of 1973, 29 *USC*, Chapter 16 as applicable; the Federal Americans with Disabilities Act of 1990, 42 *USC*, 12101 et seq.; *Code of Federal Regulations*, Title 34, Parts 300 and 303; *EC* Part 30; and the *California Code of Regulations*, Title 5, Chapter 3, Division 1.

C1-1. I certify the SELPA governance and administrative structure as a:

☐ Single LEA SELPA ☒ Multiple LEA SELPA ☐ COE Joined SELPA

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

C1-2. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

☒ Yes ☐ No (If the answer is "NO," please include comments.)

C1-3. The SELPA reviewed and considered comments provided by the CAC regarding this Local Plan submission.

☒ Yes ☐ No (If the answer is "NO," please include comments.)

Section A: Contacts and Certifications

SELPA	Desert Mountain Charter SELPA - 3651	Fiscal Year	2024-25
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C1-4. Specific web address where the SELPA Local Plan, including all sections, is posted.

www.cahelp.org

Ted Alejandre	Apr 18, 2024
Administrative Entity*	Date
Jesse Najera	Apr 18, 2024
SELPA Governance Council or Responsible Individual	Date
Pamela Bender	Apr 18, 2024
SELPA Administrator	Date

*If the Local Plan represents a single LEA SELPA, then the responsible individual identified in item A4 of Section A must sign here. If the Local Plan represents a multiple LEA SELPA, or a COE joined SELPA, then the administrative entity's designee identified in item A4 of Section A must electronically sign here.

Section A: Contacts and Certifications

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

Certification 2

Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plan

IMPORTANT: Certification 2 is required when the information being submitted to the CDE is related to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan.

I certify the attached Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan was/were adopted at a SELPA public hearing(s) and is/are the basis for the operation and administration of special education programs specified herein. I further assure the LEAs identified in Attachment I will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the *Individuals with Disabilities Education Act (IDEA)*, Title 20 of *United States Code (USC)* 1400 et seq., implementing regulations under; the *Federal Rehabilitation Act of 1973*, 29 *USC*, Chapter 16 as applicable; the *Federal Americans with Disabilities Act of 1990*, 42 *USC*, 12101 et seq.; *Code of Federal Regulations*, Title 34, Parts 300 and 303; *EC Part 30*; and the *California Code of Regulations*, Title 5, Chapter 3, Division 1.

C2-1. I certify the SELPA governance and administrative structure as a:

☐ Single LEA SELPA ☒ Multiple LEA SELPA ☐ COE Joined SELPA

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC Section 56195.1(b)* and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC Section 56195.7*.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

☒ Yes ☐ No (If the answer is "NO," please include comments.)

☒ Yes ☐ No (If the answer is "NO," please include comments.)

C2-4. Specific web address where the SELPA Local Plan, including all sections, is posted.

www.cahelp.org

Section A: Contacts and Certifications

SELPA	Desert Mountain Charter SELPA - 3651	Fiscal Year	2024-25
Ted Alejandro		Apr 18, 2024	
Administrative Entity*		Date	
Jesse Najera		Apr 18, 2024	
SELPA Governance Council or Responsible Individual		Date	
Pamela Bender		Apr 18, 2024	
SELPA Administrator		Date	

*If the Local Plan represents a single LEA SELPA, then the responsible individual identified in item A4 of Section A must sign here. If the Local Plan represents a multiple LEA SELPA, or a COE joined SELPA, then the administrative entity's designee identified in item A4 of Section A must electronically sign here.

Special Education Local Plan Area (SELPA) Local Plan Certification 3

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

Certification 3: County Office of Education

IMPORTANT: Certification 3 is required when the information being submitted to the California Department of Education (CDE) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

I certify the attached Local Plan section(s) as submitted with this certification are approved by the county office of education (COE). I further assure the Local Plan section(s) being submitted meet(s) all applicable requirements of state and federal laws; policies and procedures including compliance with the Individuals with Disabilities Education Act (IDEA); and is/are included in a coordinated system of all Local Plans (as applicable) to ensure all students with disabilities residing within the county, including those enrolled in alternative education programs, including, but not limited to, alternative schools, charter schools, opportunity schools and classes, community day schools operated by districts, community schools operated by the COE, and juvenile court schools, will have access to appropriate special education programs and related services.

Cert 3-1. All LEAs within the county have elected to participate in this SELPA Local Plan.

☐ Yes ☒ No

Cert 3-2. The SELPA Local Plan section(s) as specified herein was approved by the COE pursuant to *EC* Section 56140(b).

☒ Yes ☐ No

If "Yes," the COE must enter comments and recommendations here:

Since not all LEAs in the county are part of the Desert Mountain Charter SELPA, Cert 3-1 is "No".

Cert 3-3. Special Education Local Plan Area Governance Structure

The COE certifies the SELPA is a:

- ☐ Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or
- ☒ Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- ☐ COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

Local Plan Submission

Special Education Local Plan Area (SELPA) Local Plan Certification 3

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

Cert 3-4. The COE ensures the SELPA submitting the Local Plan meets one of the following conditions:

Single-LEA SELPA

The COE ensures the Single LEA SELPA has established a written procedure for the ongoing review of programs conducted, and procedures utilized under the Local Plan, and a mechanism for correcting any identified problem related to the regionalized service to local programs, including, but limited to, all of the services identified in California *Education Code (EC)* 56195.7(c). *EC* sections 56027, 56195, 56195.7(c) and (j)(1), and 56205; *OR*

Multiple LEA SELPA or COE joined SELPA

The COE ensures the Multiple LEA SELPA or COE joined SELPA has a written agreement entered into by entities participating in the Local Plan that includes a provision for ongoing review of programs conducted, and procedures utilized, under the Local Plan, and a mechanism for correcting any identified problem. *EC* 56195.1 and 56195.7

☒ Yes ☐ No

Cert 3-5. The county superintendent ensures the Local Plan, including amendments, is posted on the COE web site, or includes a link to the Local Plan.

☒ Yes ☐ No

Special Education Local Plan Area (SELPA) Local Plan Certification 3

SELPA

Desert Mountain Charter SELPA - 3651

Fiscal Year

2024-25

Web address where the SELPA Local Plan, including all sections, is posted.

<https://www.cahelp.org/gov/lp>

Authorized Signature



COE Superintendent

6/3/24

Date

Special Education Local Plan Area (SELPA) Local Plan Certification 4

SELPA

Desert Mountain Charter SELPA - 3651

Fiscal Year

2024-25

Certification 4: Community Advisory Committee

IMPORTANT: Certification 4 is required when the information being submitted to the California Department of Education (CDE) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan and Section E: Annual Service Plan.

Cert 4-1. Community Advisory Committee Participation

The Community Advisory Committee (CAC), advised the SELPA during the development, amendment, and review of the Local Plan. The process involved a schedule of regular consultations regarding policy and budget development. California *Education Code* sections 56194 and 56205(a)(12)(E).

☒ Yes ☐ No (If the answer is "NO," please include comments.)

☐ N/A (Section D and/or Section E submissions)

Cert 4-2. Community Advisory Committee Review Timeline

The CAC had at least 30 days to conduct a review of the completed Local Plan. This review was done prior to Local Plan being submitted to the COE and CDE.

☒ Yes ☐ No (If the answer is "NO," please include comments.)

☐ N/A (Section D and/or Section E submissions)

Cert 4-3. Community Advisory Committee Comments

The CAC provided written comments to the SELPA regarding this Local Plan submission.

☒ Yes ☐ No (If the answer is "NO," please include comments.)

☐ N/A (Section D and/or Section E submissions)

I certify the information presented herein is an accurate representation of the CAC's involvement in the development and/or amendment of the Local Plan.

Authorized Signature



CAC Chairperson

04.18.2024

Date

Local Plan Submission

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

Certification 5: Local Educational Agency

IMPORTANT: Certification 5 is required when the information being submitted to the California Department of Education (CDE) by each participating agency's superintendent (for a district and county office of education (COE) local educational agency (LEA)), or by each chief administrator (for a charter LEA) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

LEA Allegiance STEAM Academy - Fontana

Cert 5-1. Special Education Local Plan Area Governance Structure

The LEA certifies the SELPA Local Plan is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA must administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations. The superintendent or chief administrator certifies the LEA is participating in a:

- ☐ Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or
- ☒ Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- ☐ COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

Cert 5-2. Local Educational Agency Local Plan Web Posting

The LEA superintendent (for a district or COE LEA) or chief administrator (for a charter LEA) ensures the current Local Plan, Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: Annual Service Plan, including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA Local Plan, including all sections, is posted.

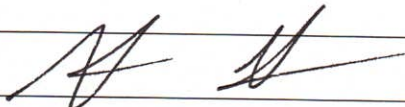
www.asafontana.org

Cert 5-3. Submission Certification Requirements for LEAs

Certification 5 must be signed by the LEA superintendent (district LEAs) or chief administrator (charter LEAs).

1. All district and charter LEAs must sign a Certification 5 if the Local Plan submission is for an annual amendment (due June 30) for Sections D: Annual Budget Plan, or Section E: Annual Services Plan.
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3. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

Authorized Signature



LEA Superintendent/Chief Administrator

6/4/24

Date

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

Certification 5: Local Educational Agency

IMPORTANT: Certification 5 is required when the information being submitted to the California Department of Education (CDE) by each participating agency's superintendent (for a district and county office of education (COE) local educational agency (LEA)), or by each chief administrator (for a charter LEA) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

LEA Allegiance STEAM Academy - Thrive

Cert 5-1. Special Education Local Plan Area Governance Structure

The LEA certifies the SELPA Local Plan is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA must administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations. The superintendent or chief administrator certifies the LEA is participating in a:

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- ☐ COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

Cert 5-2. Local Educational Agency Local Plan Web Posting

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Web address where the SELPA Local Plan, including all sections, is posted.

www.asachino.org

Cert 5-3. Submission Certification Requirements for LEAs

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3. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

Authorized Signature



LEA Superintendent/Chief Administrator

6/4/24

Date

Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA Desert Mountain SELPA - 3601

Fiscal Year 2024-25

Certification 5: Local Educational Agency

IMPORTANT: Certification 5 is required when the information being submitted to the California Department of Education (CDE) by each participating agency's superintendent (for a district and county office of education (COE) local educational agency (LEA)), or by each chief administrator (for a charter LEA) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

LEA ASA CHARTER SCHOOL

Cert 5-1. Special Education Local Plan Area Governance Structure

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I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to EC Section 56195.7.

Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA Desert Mountain SELPA - 3601

Fiscal Year 2024-25

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

Cert 5-2. Local Educational Agency Local Plan Web Posting

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Web address where the SELPA Local Plan, including all sections, is posted.

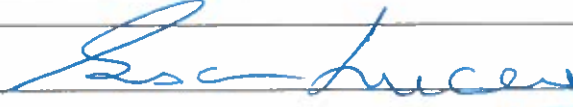
www.asacharter-school.com

Cert 5-3. Submission Certification Requirements for LEAs

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3. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

Authorized Signature



LEA Superintendent/Chief Administrator

5/24/24

Date

Local Plan Submission

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

Certification 5: Local Educational Agency

IMPORTANT: Certification 5 is required when the information being submitted to the California Department of Education (CDE) by each participating agency's superintendent (for a district and county office of education (COE) local educational agency (LEA)), or by each chief administrator (for a charter LEA) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

LEA Aveson Global Leadership Academy

Cert 5-1. Special Education Local Plan Area Governance Structure

The LEA certifies the SELPA Local Plan is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA must administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations. The superintendent or chief administrator certifies the LEA is participating in a:

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For a multiple LEA SELPA or a COE joined SELPA

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Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

Cert 5-2. Local Educational Agency Local Plan Web Posting

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Web address where the SELPA Local Plan, including all sections, is posted.

www.aveson.org

Cert 5-3. Submission Certification Requirements for LEAs

Certification 5 must be signed by the LEA superintendent (district LEAs) or chief administrator (charter LEAs).

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3. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

Authorized Signature



LEA Superintendent/Chief Administrator

6/13/2024

Date

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

Certification 5: Local Educational Agency

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LEA Ballinger Academy for the Arts & Sciences**Cert 5-1. Special Education Local Plan Area Governance Structure**

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For a multiple LEA SELPA or a COE joined SELPA

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Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

Cert 5-2. Local Educational Agency Local Plan Web Posting

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Web address where the SELPA Local Plan, including all sections, is posted.

www.bellinghamacademy.org - policy documents -

Cert 5-3. Submission Certification Requirements for LEAs

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Authorized Signature



LEA Superintendent/Chief Administrator

5/22/2024

Date

Local Plan Submission

SELPA

Desert Mountain Charter SELPA - 3651

Fiscal Year

2024-25

Certification 5: Local Educational Agency

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LEA

Desert Trails Preparatory Academy

Cert 5-1. Special Education Local Plan Area Governance Structure

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Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA

Desert Mountain Charter SELPA - 3651

Fiscal Year

2024-25

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Cert 5-2. Local Educational Agency Local Plan Web Posting

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Web address where the SELPA Local Plan, including all sections, is posted.

www.dpsacademy.com

Cert 5-3. Submission Certification Requirements for LEAs

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Authorized Signature

Debra Lamm

LEA Superintendent/Chief Administrator

5-21-24

Date

Local Plan Submission

Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

Certification 5: Local Educational Agency

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LEA Encore Jr/Sr High School for the Arts

Cert 5-1. Special Education Local Plan Area Governance Structure

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Local Plan Submission

Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

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Cert 5-2. Local Educational Agency Local Plan Web Posting

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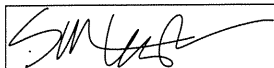
www.encorehighschool.com

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Authorized Signature



LEA Superintendent/Chief Administrator

Jun 20, 2024

Date

Local Plan Submission

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

Certification 5: Local Educational Agency

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LEA Julia Lee Performing Arts Academy

Cert 5-1. Special Education Local Plan Area Governance Structure

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Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

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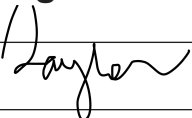
www.jlpaa.org

Cert 5-3. Submission Certification Requirements for LEAs

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Authorized Signature



LEA Superintendent/Chief Administrator

06/05/2024

Date

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

Certification 5: Local Educational Agency

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LEA Leonardo da Vinci Health Sciences Charter School

Cert 5-1. Special Education Local Plan Area Governance Structure

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- ☐ COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

Cert 5-2. Local Educational Agency Local Plan Web Posting

The LEA superintendent (for a district or COE LEA) or chief administrator (for a charter LEA) ensures the current Local Plan, Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: Annual Service Plan, including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA Local Plan, including all sections, is posted.

<https://davincicharter.org/>

Cert 5-3. Submission Certification Requirements for LEAs

Certification 5 must be signed by the LEA superintendent (district LEAs) or chief administrator (charter LEAs).

1. All district and charter LEAs must sign a Certification 5 if the Local Plan submission is for an annual amendment (due June 30) for Sections D: Annual Budget Plan, or Section E: Annual Services Plan.
2. If the submission is an amendment to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan submitted during the current fiscal year, then only the newly affected LEAs are required to submit Certification 5 with the amendment(s).
3. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

Authorized Signature



LEA Superintendent/Chief Administrator

5/23/24

Date

SELPA

Desert Mountain Charter SELPA - 3651

Fiscal Year

2024-25

Certification 5: Local Educational Agency

IMPORTANT: Certification 5 is required when the information being submitted to the California Department of Education (CDE) by each participating agency's superintendent (for a district and county office of education (COE) local educational agency (LEA)), or by each chief administrator (for a charter LEA) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

LEA

Laverne Elementary Preparatory Academy

Cert 5-1. Special Education Local Plan Area Governance Structure

The LEA certifies the SELPA Local Plan is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA must administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations. The superintendent or chief administrator certifies the LEA is participating in a:

- ☐ Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or
- ☒ Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- ☐ COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

Local Plan Submission

Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA

Desert Mountain Charter SELPA - 3651

Fiscal Year

2024-25

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

Cert 5-2. Local Educational Agency Local Plan Web Posting

The LEA superintendent (for a district or COE LEA) or chief administrator (for a charter LEA) ensures the current Local Plan, Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: Annual Service Plan, including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA Local Plan, including all sections, is posted.

www.lepasademy.com

Cert 5-3. Submission Certification Requirements for LEAs

Certification 5 must be signed by the LEA superintendent (district LEAs) or chief administrator (charter LEAs).

1. All district and charter LEAs must sign a Certification 5 if the Local Plan submission is for an annual amendment (due June 30) for Sections D: Annual Budget Plan, or Section E: Annual Services Plan.
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3. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

Authorized Signature

Debra J. Jarama

LEA Superintendent/Chief Administrator

5-21-24

Date

Local Plan Submission

Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

Certification 5: Local Educational Agency

IMPORTANT: Certification 5 is required when the information being submitted to the California Department of Education (CDE) by each participating agency's superintendent (for a district and county office of education (COE) local educational agency (LEA)), or by each chief administrator (for a charter LEA) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

LEA Odyssey Charter School-South

Cert 5-1. Special Education Local Plan Area Governance Structure

The LEA certifies the SELPA Local Plan is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA must administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations. The superintendent or chief administrator certifies the LEA is participating in a:

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- ☐ COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

For a multiple LEA SELPA or a COE joined SELPA

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I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

Local Plan Submission

Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

Cert 5-2. Local Educational Agency Local Plan Web Posting

The LEA superintendent (for a district or COE LEA) or chief administrator (for a charter LEA) ensures the current Local Plan, Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: Annual Service Plan, including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA Local Plan, including all sections, is posted.

www.odysseycharterschool.org

Cert 5-3. Submission Certification Requirements for LEAs

Certification 5 must be signed by the LEA superintendent (district LEAs) or chief administrator (charter LEAs).

1. All district and charter LEAs must sign a Certification 5 if the Local Plan submission is for an annual amendment (due June 30) for Sections D: Annual Budget Plan, or Section E: Annual Services Plan.
2. If the submission is an amendment to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan submitted during the current fiscal year, then only the newly affected LEAs are required to submit Certification 5 with the amendment(s).
3. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

Authorized Signature


LEA Superintendent/Chief Administrator

6.3.2024
Date

Local Plan Submission

Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

Certification 5: Local Educational Agency

IMPORTANT: Certification 5 is required when the information being submitted to the California Department of Education (CDE) by each participating agency's superintendent (for a district and county office of education (COE) local educational agency (LEA)), or by each chief administrator (for a charter LEA) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

LEA Odyssey Charter School

Cert 5-1. Special Education Local Plan Area Governance Structure

The LEA certifies the SELPA Local Plan is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA must administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations. The superintendent or chief administrator certifies the LEA is participating in a:

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- ☐ COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

For a multiple LEA SELPA or a COE joined SELPA

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I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

Local Plan Submission

Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA

Desert Mountain Charter SELPA - 3651

Fiscal Year

2024-25

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

Cert 5-2. Local Educational Agency Local Plan Web Posting

The LEA superintendent (for a district or COE LEA) or chief administrator (for a charter LEA) ensures the current Local Plan, Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: Annual Service Plan, including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA Local Plan, including all sections, is posted.

www.odysseycharterschool.org

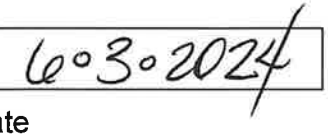
Cert 5-3. Submission Certification Requirements for LEAs

Certification 5 must be signed by the LEA superintendent (district LEAs) or chief administrator (charter LEAs).

1. All district and charter LEAs must sign a Certification 5 if the Local Plan submission is for an annual amendment (due June 30) for Sections D: Annual Budget Plan, or Section E: Annual Services Plan.
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3. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

Authorized Signature


LEA Superintendent/Chief Administrator


Date

Local Plan Submission

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

Certification 5: Local Educational Agency

IMPORTANT: Certification 5 is required when the information being submitted to the California Department of Education (CDE) by each participating agency's superintendent (for a district and county office of education (COE) local educational agency (LEA)), or by each chief administrator (for a charter LEA) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

LEA Pathways to College K8

Cert 5-1. Special Education Local Plan Area Governance Structure

The LEA certifies the SELPA Local Plan is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA must administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations. The superintendent or chief administrator certifies the LEA is participating in a:

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- ☐ COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

For a multiple LEA SELPA or a COE joined SELPA

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Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

Cert 5-2. Local Educational Agency Local Plan Web Posting

The LEA superintendent (for a district or COE LEA) or chief administrator (for a charter LEA) ensures the current Local Plan, Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: Annual Service Plan, including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA Local Plan, including all sections, is posted.

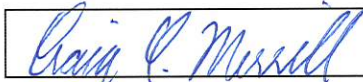
www.pathwaysk8.com

Cert 5-3. Submission Certification Requirements for LEAs

Certification 5 must be signed by the LEA superintendent (district LEAs) or chief administrator (charter LEAs).

1. All district and charter LEAs must sign a Certification 5 if the Local Plan submission is for an annual amendment (due June 30) for Sections D: Annual Budget Plan, or Section E: Annual Services Plan.
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3. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

Authorized Signature



LEA Superintendent/Chief Administrator

6/3/24

Date

Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

Certification 5: Local Educational Agency

IMPORTANT: Certification 5 is required when the information being submitted to the California Department of Education (CDE) by each participating agency's superintendent (for a district and county office of education (COE) local educational agency (LEA)), or by each chief administrator (for a charter LEA) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

LEA Pasadena Rosebud Academy

Cert 5-1. Special Education Local Plan Area Governance Structure

The LEA certifies the SELPA Local Plan is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA must administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations. The superintendent or chief administrator certifies the LEA is participating in a:

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- ☒ Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- ☐ COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

For a multiple LEA SELPA or a COE joined SELPA

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I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

Cert 5-2. Local Educational Agency Local Plan Web Posting

The LEA superintendent (for a district or COE LEA) or chief administrator (for a charter LEA) ensures the current Local Plan, Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: Annual Service Plan, including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA Local Plan, including all sections, is posted.

www.rosebudacademy.com

Cert 5-3. Submission Certification Requirements for LEAs

Certification 5 must be signed by the LEA superintendent (district LEAs) or chief administrator (charter LEAs).

1. All district and charter LEAs must sign a Certification 5 if the Local Plan submission is for an annual amendment (due June 30) for Sections D: Annual Budget Plan, or Section E: Annual Services Plan.
2. If the submission is an amendment to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan submitted during the current fiscal year, then only the newly affected LEAs are required to submit Certification 5 with the amendment(s).
3. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

Authorized Signature



LEA Superintendent/Chief Administrator

6/3/2024

Date

Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

Certification 5: Local Educational Agency

IMPORTANT: Certification 5 is required when the information being submitted to the California Department of Education (CDE) by each participating agency's superintendent (for a district and county office of education (COE) local educational agency (LEA)), or by each chief administrator (for a charter LEA) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

LEA Southern California Flex Academy

Cert 5-1. Special Education Local Plan Area Governance Structure

The LEA certifies the SELPA Local Plan is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA must administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations. The superintendent or chief administrator certifies the LEA is participating in a:

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- ☒ Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- ☐ COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

For a multiple LEA SELPA or a COE joined SELPA

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Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

Cert 5-2. Local Educational Agency Local Plan Web Posting

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Web address where the SELPA Local Plan, including all sections, is posted.

https://scfa.org/wp-content/uploads/2024/05/DMCS-Section-A_Contact-Certifications.pdf

Cert 5-3. Submission Certification Requirements for LEAs

Certification 5 must be signed by the LEA superintendent (district LEAs) or chief administrator (charter LEAs).

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2. If the submission is an amendment to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan submitted during the current fiscal year, then only the newly affected LEAs are required to submit Certification 5 with the amendment(s).
3. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

Authorized Signature

DocuSigned by:
Michelle Romaine
37DCA0D5C58948A...

LEA Superintendent/Chief Administrator

5/20/24

Date

Local Plan Submission

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

Certification 5: Local Educational Agency

IMPORTANT: Certification 5 is required when the information being submitted to the California Department of Education (CDE) by each participating agency's superintendent (for a district and county office of education (COE) local educational agency (LEA)), or by each chief administrator (for a charter LEA) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

LEA Taylion High Desert Academy

Cert 5-1. Special Education Local Plan Area Governance Structure

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- ☐ COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

For a multiple LEA SELPA or a COE joined SELPA

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I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

Cert 5-2. Local Educational Agency Local Plan Web Posting

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Web address where the SELPA Local Plan, including all sections, is posted.

www.taylion.com

Cert 5-3. Submission Certification Requirements for LEAs

Certification 5 must be signed by the LEA superintendent (district LEAs) or chief administrator (charter LEAs).

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Authorized Signature



LEA Superintendent/Chief Administrator

06/28.2024

Date

Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA Desert Mountain Charter SELPA - 3651

Fiscal Year 2024-25

Certification 5: Local Educational Agency

IMPORTANT: Certification 5 is required when the information being submitted to the California Department of Education (CDE) by each participating agency's superintendent (for a district and county office of education (COE) local educational agency (LEA)), or by each chief administrator (for a charter LEA) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

LEA Options for Youth - Victor Valley

Cert 5-1. Special Education Local Plan Area Governance Structure

The LEA certifies the SELPA Local Plan is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA must administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations. The superintendent or chief administrator certifies the LEA is participating in a:

- ☐ Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or
- ☒ Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- ☐ COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

Local Plan Submission

Special Education Local Plan Area (SELPA) Local Plan Certification 5

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All agreements are maintained by the SELPA and will be made available upon request to the CDE.

Cert 5-2. Local Educational Agency Local Plan Web Posting

The LEA superintendent (for a district or COE LEA) or chief administrator (for a charter LEA) ensures the current Local Plan, Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: Annual Service Plan, including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA Local Plan, including all sections, is posted.

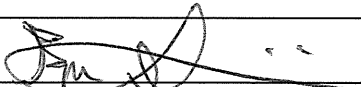
<https://ofy-vv.org/>

Cert 5-3. Submission Certification Requirements for LEAs

Certification 5 must be signed by the LEA superintendent (district LEAs) or chief administrator (charter LEAs).

1. All district and charter LEAs must sign a Certification 5 if the Local Plan submission is for an annual amendment (due June 30) for Sections D: Annual Budget Plan, or Section E: Annual Services Plan.
2. If the submission is an amendment to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan submitted during the current fiscal year, then only the newly affected LEAs are required to submit Certification 5 with the amendment(s).
3. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

Authorized Signature



LEA Superintendent/Chief Administrator

10/17/24

Date

Local Plan Submission

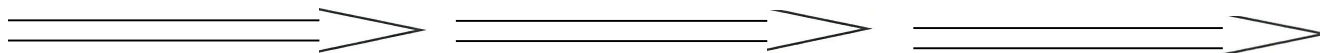


Desert Mountain Special Education Local Plan Area
17800 Highway 18
Apple Valley, CA 92307-1219

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

Desert Mountain SELPA Local Plan - Updates for 2024-2025

Section B: Governance and Administration Special Education Local Plan Area



Special Education Local Plan Area - Local Plan Requirements

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

Policies Procedures and Programs

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

Administration of Regionalized Operations and Services

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

Special Education Local Plan Area Services

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

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

B. Governance and Administration

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

Participating Local Educational Agencies

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

Special Education Local Plan Area—Local Plan Requirements

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

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

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

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

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

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

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

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

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

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

CAHELP, JPA Governance Council

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

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

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

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

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

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

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

Responsibilities of the CAHELP, JPA Governance Council

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

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

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

Desert Mountain Charter Executive Council

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

DMCS Steering and Finance Committee

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

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

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

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

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

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

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

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

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

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

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

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

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

Distribution of Federal and State Funds

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

Responsibilities for Distribution of Federal and State Funds

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

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

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

of disbursement.

B. Monitoring the Use of State and Federal Funds

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

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

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

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

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

Procedures for Changes in Governance Structure

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

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

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

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

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

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

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

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

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

A. Responsibilities of the RLA

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

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

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

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

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

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

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

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

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

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

C. CAHELP CEO

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

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

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

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

Desert Mountain Charter SELPA Staff

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

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

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

Program Managers

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

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

Program Specialists

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

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

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

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

☒ Yes

☐ No

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

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

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

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

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

Procedures for CAC appointment

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

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

Responsibilities of the CAC

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

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

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

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

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

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

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

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

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

A. Responsibilities of the RLA

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

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

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

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

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

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

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

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

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

C. CAHELP CEO

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

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

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

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

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

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

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

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

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

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

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are no additional contractual agreements that supersede education code.

10. For multi-LEA local plans, specify:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

of special methods and approaches.

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

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

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

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

A. Responsibilities of the RLA

The RLA shall be responsible for functions as specified under California

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

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

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

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

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

The CAHELP CEO shall be responsible for recommending the employment of

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

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

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

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

C. CAHELP CEO

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

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

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

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

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

1. Responsibilities for Distribution of Federal and State Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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Governance Council shall be final.

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

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

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

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

Policies, Procedures, and Programs

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

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

Policy/Procedure Number: Chapter 1: Section D

Document Title: Identification and Referral of Individuals for Special Education

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Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number: Chapter 6: Section A and Section B

Document Title: Transition Services

Document Location: Desert Mountain Charter SELPA Policy Manual

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

☐ Yes ☒ No

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

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

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

Policy/Procedure Number: Chapter 22: Section A

Document Title: Supports and Services

Document Location: Desert Mountain Charter SELPA Policy Manual

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

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☐ Yes ☒ No

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

Charter schools in the Desert Mountain Charter SELPA currently do not serve students in Part C or preschool students. If students are transitioning from preschool to a Charter LEA and are eligible for Part B services, the Charter LEA will participate to ensure a smooth and effective transition between programs.

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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☐ Yes ☒ No

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

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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

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Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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the SELPA as stated:

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

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Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

Administration of Regionalized Operations and Services

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

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

Document Title: Introduction

Document Location: Desert Mountain Charter SELPA Policy Manual

Description: Direct instructional support provided by program specialist: Not applicable. Respective roles of the RLA/ AU: SBCSS, as the administrative unit of Desert Mountain Charter SELPA assures the implementation of the Local Plan by accepting regionalized services and program specialist funds and the responsibilities that accompany them to oversee and assist in funding the operations of Desert Mountain Charter SELPA in accordance with directives of the CAHELP Governance Board. Role of the Chief Executive Officer: The Chief Executive Officer ensures that the local plan is implemented and makes recommendations to the CAHELP Governance Board when revisions are needed. This includes facilitating the development and approval of SELPA policies and procedures necessary to implement the local plan. Role of individual LEAs: The member districts of the Desert Mountain Charter SELPA ensure a full continuum of services are available in order to provide a free and appropriate public education to all students with disabilities for whom they are responsible. The individual Charter LEAs, through their representative to the Governance Board, approve any policies and procedures needed to implement the local plan.

2. Coordinated system of identification and assessment:

Document Title: Chapter 1: Identification and Referral

Document Location: Desert Mountain Charter SELPA Policy Manual

Description: Direct instructional support provided by program specialist: The program specialists of the Desert Mountain Charter SELPA observe, consult and assist service providers. Respective roles of the RLA/ AU: Not applicable. Role of the Chief Executive Officer: The SELPA Chief Executive Officer ensures each Charter LEA conducts child find activities. The SELPA provides technical support to Charter LEAs and guidance to parents, as needed. The SELPA participates in child find activities by establishing policies and procedures for the member Charter LEAs and ensures appropriate interagency agreements are in place. Role of individual LEAs: The member districts of the Desert Mountain Charter SELPA are responsible for identifying and assessing all students for

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whom they are responsible.

3. Coordinated system of procedural safeguards:

Document Title: Chapter 4: Procedural Safeguards

Document Location: Desert Mountain Charter SELPA Policy Manual

Description: Direct instructional support provided by program specialist: The program specialists of the Desert Mountain Charter SELPA provide support for alternate dispute resolution activities within Charter LEAs as requested by parents and Charter LEAs. The program specialists also assure procedural safeguards by providing technical assistance and guidance on forms and procedures to the Charter LEAs in the areas of assessment, identification, services and placement. Respective roles of the RLA/ AU: Not applicable. Role of the Chief Executive Officer: The SELPA Chief Executive Officer ensures that parents are provided with a copy of their procedural safeguards upon request and maintains a copy of the procedural safeguards on the SELPA website. The SELPA Chief Executive Officer oversees the provision of alternate dispute resolution activities as requested by parents and Charter LEAs. The SELPA Chief Executive Officer also assures procedural safeguards by providing technical assistance and guidance on forms and procedures to Charter LEAs in the areas of assessment, identification, services and placement. Role of individual LEAs: The member Charter LEAs of the Desert Mountain SELPA provide procedural safeguards to parents consistent with the education code, assist parents with understanding them, and ensures that they are implemented. The Charter LEAs assist parents with filing complaints with the Office of Administrative Hearings when requested.

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

Document Title: Chapter 19: Personnel Qualifications

Document Location: Desert Mountain Charter SELPA Policy Manual

Description: Direct instructional support provided by program specialist: The program specialists of the Desert Mountain Charter SELPA provide staff development, program development, and innovation of special methods and approaches for SELPA and Regional members as well as parents and community. Respective roles of the RLA/ AU: Not Applicable. Role of the Chief Executive Officer: Regularly, the SELPA Chief Executive Officer collects input from the member Charter LEA special education directors and other staff members to determine staff development needs. The SELPA Chief Executive Officer provides oversight in the development and provision of needed staff development and supports. On an annual basis, the Desert Mountain SELPA/Desert Mountain Charter SELPA Community Advisory Committee (CAC) provides input on

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parent/guardian education needs. The SELPA Chief Executive Officer provides oversight in the development and provision of identified parent and guardian education. Role of individual LEAs: The member Charter LEAs of the Desert Mountain Charter SELPA determine their staff development and parent/guardian education, based on their local needs, meeting with SELPA staff to plan. They may seek technical assistance or input from the SELPA. They ensure the use of resources for employees to participate in staff development

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

Document Title: Chapter 3: Instructional Planning

Document Location: Desert Mountain Charter SELPA Policy Manual

Description: Direct instructional support provided by program specialist: The program specialists of the Desert Mountain Charter SELPA identify and coordinate curricular resources for students with disabilities. Respective roles of the RLA/ AU: Not applicable. Role of the Chief Executive Officer: The SELPA Chief Executive Officer provides technical assistance and staff development, as requested or determined appropriate, to assure a coordinated system of curriculum development and alignment with the state standards and core curriculum. Role of individual LEAs: The member Charter LEAs of the Desert Mountain Charter SELPA determine their needs for curriculum development and alignment with state standards and core curriculum, based on their local needs.

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

Document Title: Introduction

Document Location: Desert Mountain Charter SELPA Policy Manual

Direct instructional support provided by program specialist: When requested, the program specialist of the Desert Mountain Charter SELPA evaluate the effectiveness of programs for students with disabilities. Respective roles of the RLA/ AU: SBCSS assures a coordinated system of internal program review, evaluation of effectiveness of the local plan, and implementation of the local plan accountability system by accepting regionalized services and program specialist funds and the responsibilities that accompany them to monitor the funding of the

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Description:

operations of the Desert Mountain Charter SELPA. Role of the Chief Executive Officer: The SELPA Chief Executive Officer ensures the Local Plan is reviewed and evaluated on an ongoing basis to determine the effectiveness of its implementation. The SELPA Chief Executive Officer ensures the submission annually of all information required by CDE, in this effort, including statistical data, program information, and fiscal information related to programs and services for pupils with disabilities. The SELPA Chief Executive Officer supports member Charter LEAs in the collection of data related to compliance, due process procedures, availability of services, and key performance indicators, as needed. Role of individual LEAs: The member Charter LEAs of the Desert Mountain SELPA individually review and monitor Annual Performance Reports, the California School Dashboard, and other data sources to ensure students with disabilities receive a free and appropriate public education. Individual Charter LEAs will also engage in monitoring activities as required by the CDE.

7. Coordinated system of data collection and management:

Document Title:

Desert Mountain SELPA IEP Manual

Document Location:

Desert Mountain SELPA IEP Manual

Description:

Direct instructional support provided by program specialist: Not applicable. Respective roles of the RLA/ AU: Not applicable Role of the Chief Executive Officer: The SELPA Chief Executive Officer approves and certifies the California Longitudinal Assessment and Pupil Data System (CALPADS) submission of each member Charter LEA as required by the California Department of Education. The SELPA provides technical assistance and training to Charter LEAs in data collection and management. Role of individual LEAs: The member districts of the Desert Mountain Charter SELPA LEAs are responsible for data entry, quality and integrity. The Charter LEAs approve and certify the California Longitudinal Assessment and Pupil Data System (CALPADS) submission as required by the California Department of Education.

8. Coordination of interagency agreements:

Document Title:

Chapter 12: Interagency Agreements

Document Location:

Desert Mountain SELPA Policy Manual

Direct instructional support provided by program specialist: Not applicable. Respective roles of the RLA/ AU: not applicable Role of the

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Description:

Chief Executive Officer: The SELPA Chief Executive Officer ensures that interagency agreements are in place as required by California Education Code and provides technical assistance and dispute resolution as needed. The SELPA Chief Executive Officer, or designee, serves on committees as interagency agreements are being reviewed, revised, or developed. Role of individual LEAs: The member districts of the Desert Mountain SELPA through their representative to the Board of Directors approve and implement interagency agreements as appropriate.

9. Coordination of services to medical facilities:

Document Title:

Chapter 23: Provision of Health Care Services

Document Location:

Desert Mountain Charter SELPA Policy Manual

Description:

Direct instructional support provided by program specialist: The program specialists of the Desert Mountain Charter SELPA, when requested, provide technical assistance to assure pupils have a full educational opportunity regardless of the district of residence or location of services provided. Respective roles of the RLA/ AU: Not applicable
Role of the Chief Executive Officer: The SELPA Chief Executive Officer facilitates the coordination of services to medical facilities by the designated Charter LEAs. Role of individual LEAs: Individuals with exceptional needs who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes are the educational responsibility of the Desert Mountain Charter SELPA member LEA in which the hospital or facility is located.

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

Document Title:

Chapter 13: Nonpublic Schools and Agencies

Document Location:

Desert Mountain Charter SELPA Policy Manual

Description:

Direct instructional support provided by program specialist: The program specialists of the Desert Mountain Charter SELPA when requested provide technical assistance to assure pupils have a full educational opportunity regardless of the Charter LEA of special education accountability. Respective roles of the RLA/ AU: SBCSS assures the coordination of services to licensed children's institutions and foster family homes by accepting regionalized services and program specialist funds and the responsibilities that accompany them to oversee the funding operations of the Desert Mountain Charter SELPA. Role of the Chief Executive Officer: The SELPA Chief Executive Officer

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facilitates the coordination of services to licensed children's institutions and foster family homes. Role of individual LEAs: Special education services for students with disabilities residing in foster family homes or licensed children's institutions are the responsibility of the member Charter LEA of the Desert Mountain Charter SELPA in which the foster family home or the licensed children's institution is located, unless based on education code there is another district of special education accountability which would be responsible.

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

Document Title: Chapter 18: Collection and Examination of Data

Document Location: Desert Mountain Charter SELPA Policy Manual

Description: Direct instructional support provided by program specialist: Not applicable. Respective roles of the RLA/ AU: SBCSS assures the preparation and transmission of required special education local plan area reports by accepting regionalized services and program specialist funds and the responsibilities that accompany them to oversee the funding operations of the Desert Mountain Charter SELPA. Role of the Chief Executive Officer: The SELPA Chief Executive Officer ensures timely transmission of required reports and provides technical assistance to Charter LEAs in completing reports. Role of individual LEAs: The member LEAs of the Desert Mountain Charter SELPA, individually, submit required data in order for the SELPA to submit timely reports.

12. Fiscal and logistical support of the CAC:

Document Title: Section B:Governance and Administration

Document Location: Desert Mountain Charter SELPA Local Plan

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

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

Document Title: Chapter 22: Supports and Services

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Document Location: Desert Mountain Charter Policy Manual

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

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

Document Title: Chapter 6: Transition Services

Document Location: Desert Mountain Charter SELPA Policy Manual

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

15. Assurance of full educational opportunity:

Document Title: Least Restrictive Environment/Free Appropriate Public Education

Document Location: Least Restrictive Environment/Free Appropriate Public Education

Direct instructional support provided by program specialist: The program

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

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

Document Title:

Chapter 10: Fiscal Allocation Plan

Document Location:

Desert Mountain Charter SELPA Policy Manual

Description:

Direct instructional support provided by program specialist: Not applicable. Respective roles of the RLA/ AU: SBCSS provides the fiscal administration and distribution of state and federal funds to the SELPA. Role of the Chief Executive Officer: The Desert Mountain Charter SELPA Chief Executive Officer facilitates the distribution of funds in accordance with the Fiscal Allocation Plan. The SELPA Chief Executive Officer also facilitates the development of the Annual Budget Plan. Role of individual LEAs: Each member district of the Desert Mountain Charter SELPA through their representative to the CAHELP Governance Board approves the allocation of funds to the member LEAs and approves the Annual Budget Plan. The member districts also submit fiscal reports as required by state and federal laws.

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

Document Title:

Chapter 22: Supports and Services

Document Location:

Desert Mountain Charter SELPA Policy Manual

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

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

Special Education Local Plan Area Services

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

Document Title:

N/A

Document Location:

N/A

Description:

This is not applicable to Charter LEAs

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

Document Title:

Desert Mountain Charter SELPA Local Plan and Chapter 17: Public Participation

Document Location:

Desert Mountain Charter SELPA Policy Manual

Description:

Local Plan and DMCS Policies and Procedures

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

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Executive Council for review then brought back for revision, if recommended, then presented to the CAHELP, JPA Governance Council for review and final approval and adoption. Charter Local Education Agencies (LEAs) will have the policies available for review and comment by the public, parents of children with disabilities, or individuals with disabilities.

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

Document Title: CAHELP Bylaws: Article XI - Arbitration

Document Location: CAHELP Bylaws

Description:

A. In the event of a dispute between a member agency and CAHELP, JPA, the dispute shall be subject to binding arbitration and all parties shall be bound by the findings and decision of the Arbitrator(s). All disputes shall be subject to binding arbitration including, but not limited to, any disputes arising between CAHELP JPA and any member agency concerning the Joint Powers Agreement, the Bylaws, any programs, or in any way involving or relating to the operations, management and activities of CAHELP, JPA and/or the right, duties or obligations of the member agency.

B. The binding arbitration shall be conducted by JAMS, before a single arbitrator from JAMS, unless otherwise agreed between CAHELP, JPA and the member agency, and shall be conducted by and under the operative rules and procedures of JAMS.

C. Regardless of the outcome of the arbitration, CAHELP, JPA and the member agency shall share equally in the costs of the arbitration and in the compensation of the arbitrator, provided that the arbitrator shall have discretion to award fees and costs to the extent the arbitrator finds any claim or defense to have been presented without an objective and reasonable basis, or to the extent the arbitrator determines that a party engaged in conduct which resulted in unnecessary legal fees and costs.

D. The arbitrator shall consider CAHELP, JPA as a governmental agency and risk sharing organization, and the parties relationship as an honorable one and neither a contract of adhesion or otherwise as an agreement between parties with adverse interests. The arbitrator shall seek to enforce the terms of the parties' agreements and the intentions of the parties at the time of entering into those agreements, in a fair and objective manner.

E. A judgment based on the decision of the arbitrator may be entered in any court having jurisdiction upon the request of the member agency or CAHELP, JPA.

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

Document Title:

DMCS Chapter 1: Identification and Referral of Individuals for Special Education
DMCS Chapter 9: Behavioral Interventions and Supports for Students with Disabilities

Document Location:

Desert Mountain Charter SELPA Policy Manual

Description:

DMCS Policies and Procedures
Chapter 1 - Section A Child Find
It is the policy of the Charter SELPA that children with disabilities age six through 21 be actively sought and identified by the public schools. The child find process includes a section of the Charter Chapter 1 - Identification & Referral of Individuals for Special Education, Charter SELPA Page 3 As of 8/26/2021 Steering Committee Review LEA's annual notice to all parents that references the referral of children with disabilities. All children with disabilities and their parents are guaranteed their procedural safeguards with regard to identification, assessment, and placement in special education programs. School personnel, parents, outside agencies working with the child, guardians and/or surrogate parents who show legal documentation of educational rights may all serve as sources of referral for a child for possible identification as a child with a disability. Such identification procedures shall be coordinated with school site and Charter LEA procedures for referral of children with needs that cannot be met with modification of the general education instructional program.
Chapter 1: Section B - Referral for Evaluation for Special Education Services
A child shall be referred for special education instruction and services only after the resources of the general education program have been considered and used where appropriate (Education Code § 56303). Education Code § 56329, provides that, when making a determination of eligibility for special education and related services, Charter LEAs shall not determine that a child is a child with a disability if the primary factor for such determination is a lack of appropriate instruction in reading, including the essential components of reading instruction pursuant to Title 20 of the United States Code § 6368 of the No Child Left Behind Act, lack of instruction in math, or limited English proficiency (LEP).
California Education Code § 56301(d)(1). Each special education local plan area shall establish written policies and procedures pursuant to

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Section 56205 for use by its constituent local agencies for a continuous child find system that addresses the relationships among identification, screening, referral, assessment, planning, implementation, review, and the triennial assessment. The policies and procedures shall include, but need not be limited to, written notification of all parents of their rights under this chapter, and the procedure for initiating a referral for assessment to identify individuals with exceptional needs.

All referrals for special education and related services from school staff shall include a brief reason for the referral and description of the general education program resources that were considered and/or modified for use with the child, and their effect (Title 5 of the California Code of Regulations § 3021).

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

Document Title: DMCS Chapter 13: Nonpublic Agency/Nonpublic School Services

Document Location: Desert Mountain Charter SELPA Policy Manual

DMCS Policies and Procedures

Nonpublic, nonsectarian school and agency (NPS/NPA) services shall be available to children in the Desert/Mountain Charter Special Education Local Plan Area (SELPA) when no appropriate public educational services are available within the Charter Local Education Agency (LEA), neighboring counties or SELPAs, or state special schools.

The Charter LEA Governing Board may approve the contract with state certified NPS/NPA to provide special education services or facilities when an appropriate public education program is not available.

When entering into contracts with a NPS/NPA, the Charter LEA shall consider the needs of the individual child with a disability and the recommendations of the IEP team. The IEP team shall remain accountable for monitoring the progress of children placed in NPS/NPA programs towards the goals identified in each child's IEP.

Nonpublic, nonsectarian school (NPS) services can be used when the resources available to the Charter LEA staff are not sufficient to adequately identify the child's needs. When a Charter LEA places a child with a disability with a NPS/NPA provider, the Charter LEA must verify through the Charter SELPA that the NPS/NPA provider is California Department of Education (CDE) certified. NPS/NPA must meet the following CDE standards:

- The agency has adequately trained personnel;

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Description:

• The agency has appropriate facilities and equipment; and • The agency meets health, fire, and safety standards.

The SELPA Program Manager for Compliance/Non-Public School Coordinator will annually monitor NPS' for compliance with the provisions set forth in Assembly Bill (AB) 1858. AB 1858 includes requirements for NPS' that provide special education and related services to children with disabilities residing in a Licensed Children's Institution (LCI) or in Foster Family Homes (FFH).

Every attempt will be made to assure student progress so that a child may ultimately be able to return to some form of public school program. It is the Charter LEA's responsibility to monitor the progress of children placed in NPS programs. The SELPA Program Manager for Compliance shall act as a liaison between the Charter SELPA, the Charter LEA, and the NPS as needed.

Children with disabilities may be enrolled concurrently in both public and NPS services, provided one is the major enrollment and the other is supplemental. This determination will be made by the Charter LEA IEP team based upon the educational needs of the child and will be provided only when this arrangement best meets these needs.

The Charter LEA will consider nonpublic placement and/or services for all children who require such services in order to benefit from their educational program as determined by the IEP team. In order to ensure that the child is being provided such a program within the Least Restrictive Environment (LRE), the IEP team shall utilize such NPS/NPA services only after exploring all public school program alternatives.

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

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

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

Document Title:

DMCS Chapter 4: Procedural Safeguards

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Document Location: Desert Mountain Charter SELPA Policy Manual

Description: As members of the DMCS, each Charter LEA desires to provide a free and appropriate public education (FAPE) to all school aged K-12 individuals with disabilities, who are enrolled in the charter, including children who have been suspended or expelled or placed by the charter LEA in a nonpublic school or agency services. The DMCS will provide technical support to any Charter LEAs identified as the DOR for students age 18 to 21 who are incarcerated in a county jail and remaining eligible for special education to assist in meeting their obligation. The DMCS may facilitate collaboration with the county jails as requested. Students shall be referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized. (Education Code 56303)

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

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

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

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TABLE 1

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

D-1. Special Education Revenue by Source

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

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	7,416,730	84.31%
AB 602 Property Taxes	0	0.00%
Federal IDEA Part B	1,251,653	14.23%
Federal IDEA Part C	0	0.00%
State Infant/Toddler	0	0.00%
State Mental Health	0	0.00%
Federal Mental Health	113,650	1.29%
Other Projected Revenue	14,807	0.17%
Total Projected Revenue:	8,796,840	100.00%

D-2. "Other Revenue" Source Identification

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

Other projected revenue includes Federal Special Education Alternate Dispute Resolution grant funding.

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

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

TABLE 2

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

D-4. Total Projected Budget by Object Code

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

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	5,361,456	43.71%
Object Code 2000—Classified Salaries	1,829,173	14.91%
Object Code 3000—Employee Benefits	1,735,671	14.15%
Object Code 4000—Supplies	105,530	0.86%
Object Code 5000—Services and Operations	3,169,839	25.84%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing	64,874	0.53%
Total Projected Expenditures:	12,266,543	100.00%

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

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

D-6. Code 7000—Other Outgo and Financing

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

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

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TABLE 3
Federal, State, and Local Revenue Summary (Items D-7 to D-8)

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

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

Revenue Source	Amount	Percentage of Total Funding
Projected State Special Education Revenue	7,416,730	60.46%
Projected Federal Revenue	1,380,110	11.25%
Local Contribution	3,469,704	28.29%
Total Revenue from all Sources:	12,266,544	100.00%

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

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

D-9. Special Education Local Plan Area Allocation Plan

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

The Desert Mountain Charter SELPA special education revenue distribution model combines CDE certified state AB 602 funding and federal local assistance funding to calculate an equalized funding rate. This rate is then multiplied by each member LEA's funded ADA to determine their respective apportionments. Before distribution, adjustments are made for program specialists, administrative costs, risk and set-aside allocations, purchased services, and other governance-approved service fees. Additionally, a portion of the funding is retained at the Charter SELPA level to centralize services and enhance overall capacity.

- b. ☒ YES ☐ NO

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

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

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TABLE 4

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

D-10. Regionalized Operations Budget

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

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	300,491	34.34%
Object Code 2000—Classified Salaries	246,350	28.15%
Object Code 3000—Employee Benefits	227,570	26.01%
Object Code 4000—Supplies	3,565	0.41%
Object Code 5000—Services and Operations	35,583	4.07%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing	61,505	7.03%
Total Projected Operating Expenditures:	875,064	100.00%

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

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

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

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TABLE 5**Supplemental Aids and Services and Students with Low Incidence Disabilities (D-12 to D-15)**

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

D-12. Defined Goals for Students with LI Disabilities

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

☐ YES ☒ NO

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

Member charters utilize restricted classes within the school's accounting system or employ unique identifiers to categorize low incidence expenditures. The Charter SELPA assigned a distinctive management code specifically designated for segregating low incidence expenditures. In some instances, the SELPA directly procures equipment on behalf of its members, while in other instances, members are reimbursed for low incidence-related expenses upon submission of an invoice and accompanying documentation to the Charter SELPA.

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

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

762,123

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

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

122,013

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

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

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

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

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

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

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

- ☒ 330—Specialized Academic Instruction/
Specially Designed Instruction

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

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

☐ Service is Not Currently Provided

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☐ 210—Family Training, Counseling, Home
Visits (Ages 0-2 only)

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

LEAs in this SELPA do not currently provide services to the 0-2 population

☐ 220—Medical (Ages 0-2 only)

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

LEAs in this SELPA do not currently provide services to the 0-2 population

☐ 230—Nutrition (Ages 0-2 only)

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

LEAs in this SELPA do not currently provide services to the 0-2 population

☐ 240—Service Coordination (Ages 0-2 only)

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

LEAs in this SELPA do not currently provide services to the 0-2 population

☐ 250—Special Instruction (Ages 0-2 only)

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

LEAs in this SELPA do not currently provide services to the 0-2 population

☐ 260—Special Education Aide (Ages 0-2 only)

☒ *Service is Not Currently Provided*

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Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

LEAs in this SELPA do not currently provide services to the 0-2 population

☐ 270—Respite Care (Ages 0-2 only)

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

LEAs in this SELPA do not currently provide services to the 0-2 population

☒ 340—Intensive Individual Instruction

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

IEP team determination that student requires additional support for all or part of the day to meet his or her IEP goals.

☐ *Service is Not Currently Provided*

☒ 350—Individual and Small Group Instruction

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

Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program.

☐ *Service is Not Currently Provided*

☒ 415—Speech and Language

☐ *Service is Not Currently Provided*

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

Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation(excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss or the acquisition,

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comprehension, or expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic or cultural factors are not included. Services include specialized instruction and services, monitoring, reviewing, and consultation, and may be direct or indirect, including the use of a speech consultant.

☒ 425—Adapted Physical Education

☐ *Service is Not Currently Provided*

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

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

☒ 435—Health and Nursing: Specialized
Physical Health Care

☐ *Service is Not Currently Provided*

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

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

☒ 436—Health and Nursing: Other

☐ *Service is Not Currently Provided*

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

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

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and nursing services are expected to supplement the regular health services program.

☒ 445—Assistive Technology

☐ *Service is Not Currently Provided*

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

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

☒ 450—Occupational Therapy

☐ *Service is Not Currently Provided*

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

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

☒ 460—Physical Therapy

☐ *Service is Not Currently Provided*

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

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

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☒ 510—Individual Counseling

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

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

☐ *Service is Not Currently Provided*

☒ 515—Counseling and Guidance

☐ *Service is Not Currently Provided*

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

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

☒ 520—Parent Counseling

☐ *Service is Not Currently Provided*

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

Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs and may include parenting skills or other pertinent issues. IEP required parent counseling is expected to supplement the regular guidance and counseling program.

☒ 525—Social Worker

☐ *Service is Not Currently Provided*

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

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

☒ 530—Psychological

☐ *Service is Not Currently Provided*

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

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

☒ 535—Behavior Intervention

☐ *Service is Not Currently Provided*

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

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

☒ 540—Day Treatment

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

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

☐ *Service is Not Currently Provided*

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☒ 545—Residential Treatment

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

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

☐ *Service is Not Currently Provided*

☒ 610—Specialized Service for Low Incidence Disabilities

☐ *Service is Not Currently Provided*

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

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

☒ 710—Specialized Deaf and Hard of Hearing

☐ *Service is Not Currently Provided*

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

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

☒ 715—Interpreter

☐ *Service is Not Currently Provided*

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

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

☒ 720—Audiological

☐ *Service is Not Currently Provided*

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

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

☒ 725—Specialized Vision

☐ *Service is Not Currently Provided*

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

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

☒ 730—Orientation and Mobility

☐ *Service is Not Currently Provided*

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

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

☒ 735—Braille Transcription

☐ *Service is Not Currently Provided*

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

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

☒ 740—Specialized Orthopedic

☐ *Service is Not Currently Provided*

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

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

☒ 745–Reading

☐ *Service is Not Currently Provided*

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

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

☒ 750–Note Taking

☐ *Service is Not Currently Provided*

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

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

☒ 755–Transcription

☐ *Service is Not Currently Provided*

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

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

☒ 760–Recreation Service, Including
Therapeutic Recreation

☐ *Service is Not Currently Provided*

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

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

☒ 820–College Awareness

☐ *Service is Not Currently Provided*

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

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

☒ 830—Vocational Assessment, Counseling, Guidance, and Career Assessment

☐ *Service is Not Currently Provided*

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

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

☒ 840—Career Awareness

☐ *Service is Not Currently Provided*

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

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

☒ 850—Work Experience Education

☐ *Service is Not Currently Provided*

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

Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

☒ 855—Job Coaching

☐ *Service is Not Currently Provided*

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

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

Section E: Annual Service Plan

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career requiring other than a baccalaureate or advanced degree.

☒ 860—Mentoring

☐ *Service is Not Currently Provided*

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

Mentoring is a sustained coaching relationship between a student and teacher through ongoing involvement. The mentor offers support, guidance, encouragement and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal, as in planned, structured instruction, or informal that occurs naturally through friendship and counseling.

☒ 865—Agency Linkages (referral and placement)

☐ *Service is Not Currently Provided*

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

Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as title I of the Rehabilitation Act of 1973 (vocational rehabilitation), title XIX of the Social Security Act (Medicaid), and title XVI of the Social Security Act(supplemental security income).

☒ 870—Travel and Mobility Training

☐ *Service is Not Currently Provided*

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

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

☒ 890—Other Transition Services

☐ *Service is Not Currently Provided*

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

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

☒ 900—Other Related Service

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

☐ *Service is Not Currently Provided*



Description of the "Other Related Service"

Qualifications of the Provider Delivering "Other Related Service"

LOCAL PLAN
Attachments
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

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Attachment I—Local Educational Agency Listing**Participating Local Educational Agency Identification**

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

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

To Add or Delete Rows:

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

LEA Membership Changes:

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

SELPA County/District/School Codes

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

Attachment I

SELPA: Desert Mountain Charter SELPA-3651

Fiscal Year: 2024-25

Add or Delete Row	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
1	36	67678	137547	1945	Allegiance STEAM Academy-THRIVE	Callie	Moreno	626-376-5230	callie.moreno@asathrive.org	Previously Reported
2	36	67710	141952	2130	Allegiance STEAM Academy-THRIVE, Fontana	Callie	Moreno	626-376-5230	callie.moreno@asathrive.org	Previously Reported
3	36	67876	107730	677	ASA Charter School	Anthony	Lucey	909-475-3322	AnthonyL@asacharterschool.com	Previously Reported
4	19	64881	113464	847	Aveson Global Leadership Academy	Kelly	Jung	626-797-1438	kellyjung@aveson.org	Previously Reported
5	19	64881	113472	848	Aveson School of Leaders	Kelly	Jung	626-797-1438	kellyjung@aveson.org	Previously Reported
6	13	63123	118455	1030	Ballington Academy for the Arts and Sciences-San Bernardino	Doreen	Mulz	760-353-0140	dmulz@voa-swcal.org	Previously Reported
7	36	10363	6111918	1522	Desert Trails Preparatory Academy	Debra	Tarver	760-536-7680	debbie.tarver@dtpacademy.com	Previously Reported
8	36	75051	136960	1923	Elite Academic Academy - Lucerne	Jennifer	Edick	866-354-8302	jedick@eliteacademmic.com	Transfer To
9	36	75044	116707	971	Encore Jr./Sr. High School for the Performing and Visual Arts	St. Claire	Adriaan	760-949-2036	sadriaan@encorehighschool.com	Previously Reported
10	33	10330	137851	1988	Julia Lee Performing Arts Academy	Rachel	Thomas	951-595-4500	rthomas@lpaaschool.org	Previously Reported
11	36	75044	118059	1034	Laverne Elementary Preparatory Academy	Debra	Tarver	760-948-4333	debbie.tarver@lepacademy.com	Previously Reported
12	37	68023	119594	1082	Leonardo da Vinci Health Sciences Charter	Anne	Laird	619-420-0066	anne.laird@davincharter.org	Previously Reported

Attachment I

SELPA: Desert Mountain Charter SELPA-3651

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Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	13	19	10199	6116883	249	Odyssey Charter	Chasityflame	Price	626-229-0993	chasityflamep@ocsmall.org	Previously Reported
	14	19	64881	136945	1921	OCS South	Chasityflame	Price	626-229-0993	chasityflamep@ocsmall.org	Previously Reported
	15	19	64881	113894	857	Pasadena Rosebud Academy	LaTonya	Thomas	626-797-7704	latonya.thomas@pasadenarosebud.com	Previously Reported
	16	36	75044	112441	801	Pathways to College	James	Connell	760-949-8002	james.connell@pathwaysk8.com	Previously Reported
	17	36	67587	128462	1520	Taylton High Desert Academy	Brenda	Congo	760-843-6622	brenda.congo@taylorlion.com	Previously Reported
	18	36	75051	138107	1975	Southern California Flex Academy	Malia	Lovell	626-755-5873	mlovell@scfa.org	Previously Reported
	19	36	10363			DM Charter SELPA	Pamela	Bender	760-955-3555	pamela.bender@cahelp.org	Previously Reported
	20	36	67876	133892	1795	Ballington Academy for the Arts and Sciences - San Bernardino	Doreen	Mulz	760-353-0140	dmulz@voa-socal.org	Transfer From
	21	36	67934	3630670	13	Options For Youth Victor Valley	Bryan	Gillespie	760-553-5467	bgillespie@ofy.org	Transfer From

Attachment II

SELPA: Desert Mountain Charter SELPA-3651

Fiscal Year: 2024-25

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

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

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

Attachment II

SELPA: Desert Mountain Charter SELPA-3651

Fiscal Year: 2024-25

Attachment II—Projected Special Education Revenue by Local Educational Agency

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
1	Allegiance STEAM Academy- THRIVE	646,757	0	0	171,401	0	0	72,280	0	890,438
2	Allegiance STEAM Academy- THRIVE, Fontana	136,708	0	0	32,061	0	0	15,088	0	183,857
3	ASA Charter School	220,057	0	0	41,925	0	0	0	0	261,982
4	Aveson Global Leadership Academy	161,864	0	0	50,557	0	0	0	0	212,421
5	Aveson School of Leaders	257,871	0	0	41,925	0	0	0	0	299,796
6	Ballington Academy for the Arts and Sciences-San Bernardino	186,541	0	0	28,361	0	0	0	0	214,902
7	Desert Trails Preparatory Academy	400,750	0	0	30,828	0	0	0	0	431,578
8	Elite Academic Academy - Lucerne	0	0	0	0	0	0	0	0	0

Attachment II

SELPA: Desert Mountain Charter SELPA-3651

Fiscal Year: 2024-25

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
9	Encore Jr./Sr. High School for the Performing and Visual Arts	429,180	0	0	86,317	0	0	0	0	515,497
10	Julia Lee Performing Arts Academy	306,807	0	0	66,587	0	0	0	0	373,394
11	Laverne Elementary Preparatory Academy	443,022	0	0	33,294	0	0	0	0	476,316
12	Leonardo da Vinci Health Sciences Charter	175,491	0	0	44,392	0	0	20,250	0	240,133
13	Odyssey Charter	300,731	0	0	94,949	0	0	0	0	395,680
14	OCS South	248,042	0	0	66,587	0	0	0	0	314,629
15	Pasadena Rosebud Academy	120,272	0	0	14,797	0	0	0	0	135,069
16	Pathways to College	247,407	0	0	55,490	0	0	0	0	302,897
17	Taylton High Desert Academy	502,824	0	0	161,592	0	0	0	0	664,416
18	Southern California Flex Academy	435,852	0	0	93,716	0	0	6,032	0	535,600

Attachment II

SELPA: Desert Mountain Charter SELPA-3651

Fiscal Year: 2024-25

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
19	DM Charter SELPA	1,409,060	0	0	0	0	0	0	14,807	1,423,867
20	Ballington Academy for the Arts and Sciences - San Bernardino	117,273	0	0	12,331	0	0	0	0	129,604
21	Options For Youth Victor Valley	670,221	0	0	124,543	0	0	0	0	794,764
Totals:		7,416,730	0	0	1,251,653	0	0	113,650	14,807	8,796,840

Attachment III

SELPA: Desert Mountain Charter SELPA-3651

Fiscal Year: 2024-25

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
1	Allegiance STEAM Academy- THRIVE	358,291	158,316	185,349	0	196,800	0	0	898,756
2	Allegiance STEAM Academy- THRIVE, Fontana	132,050	0	27,136	0	32,061	0	0	191,247
3	ASA Charter School	100,008	12,075	20,762	42	59,175	0	0	192,062
4	Aveson Global Leadership Academy	323,662	209,784	77,145	9,000	25,628	0	0	645,219
5	Aveson School of Leaders	430,646	118,188	71,423	9,000	193,000	0	0	822,257
6	Ballington Academy for the Arts and Sciences-San Bernardino	0	0	0	0	214,902	0	0	214,902
7	Desert Trails Preparatory Academy	278,978	79,889	107,578	14,748	101,367	0	0	582,560
8	Elite Academic Academy - Lucerne	0	0	0	0	0	0	0	0
9	Encore Jr./Sr. High School for the Performing and Visual Arts	366,421	293,657	210,341	368	102,730	0	0	973,517

Attachment III

SELPA: Desert Mountain Charter SELPA-3651

Fiscal Year: 2024-25

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
10	Julia Lee Performing Arts Academy	72,701	102,423	20,099	0	219,768	0	0	414,991
11	Laverne Elementary Preparatory Academy	170,047	98,266	67,694	6,505	165,998	0	0	508,510
12	Leonardo da Vinci Health Sciences Charter	0	0	0	0	260,133	0	0	260,133
13	Odyssey Charter	595,134	179,582	162,915	5,000	275,000	0	0	1,217,631
14	OCS South	473,412	91,200	114,837	5,000	220,000	0	0	904,449
15	Pasadena Rosebud Academy	61,069	16,500	13,500	9,000	55,000	0	0	155,069
16	Pathways to College	303,871	3,045	77,496	7,432	39,539	0	0	431,383
17	Taylton High Desert Academy	389,456	69,216	108,918	10,000	223,168	0	0	800,758
18	Southern California Flex Academy	394,424	0	79,628	0	128,000	0	0	602,052
19	DM Charter SELPA	383,382	293,072	280,808	29,435	225,570	0	64,874	1,277,141
20	Ballington Academy for the Arts and Sciences - San Bernardino	93,102	0	36,502	0	0	0	0	129,604

Attachment III

SELPA: Desert Mountain Charter SELPA-3651

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List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
21	Options For Youth Victor Valley	0	0	0	0	794,764	0	0	794,764
Totals:		4,926,654	1,725,213	1,662,131	105,530	3,532,603	0	64,874	12,017,005

Attachment IV

SELPA: Desert Mountain Charter SELPA-3651

Fiscal Year: 2024-25

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
1	Allegiance STEAM Academy- THRIVE	243,681	17.66%	646,757	8.72%	0	890,438
2	Allegiance STEAM Academy- THRIVE, Fontana	47,149	3.42%	136,708	1.84%	0	183,857
3	ASA Charter School	41,925	3.04%	220,057	2.97%	0	261,982
4	Aveson Global Leadership Academy	50,557	3.66%	161,864	2.18%	0	212,421
5	Aveson School of Leaders	41,925	3.04%	257,871	3.48%	0	299,796
6	Ballington Academy for the Arts and Sciences-San Bernardino	28,361	2.05%	186,541	2.52%	0	214,902
7	Desert Trails Preparatory Academy	30,828	2.23%	400,750	5.40%	0	431,578
8	Elite Academic Academy - Lucerne	0	0.00%	0	0.00%	0	0
9	Encore Jr./Sr. High School for the Performing and Visual Arts	86,317	6.25%	429,180	5.79%	0	515,497

Attachment IV

SELPA: Desert Mountain Charter SELPA-3651

Fiscal Year: 2024-25

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
10	Julia Lee Performing Arts Academy	66,587	4.82%	306,807	4.14%	0	373,394
11	Laverne Elementary Preparatory Academy	33,294	2.41%	443,022	5.97%	0	476,316
12	Leonardo da Vinci Health Sciences Charter	64,642	4.68%	175,491	2.37%	0	240,133
13	Odyssey Charter	94,949	6.88%	300,731	4.05%	0	395,680
14	OCS South	66,587	4.82%	248,042	3.34%	0	314,629
15	Pasadena Rosebud Academy	14,797	1.07%	120,272	1.62%	0	135,069
16	Pathways to College	55,490	4.02%	247,407	3.34%	0	302,897
17	Taylton High Desert Academy	161,592	11.71%	502,824	6.78%	0	664,416
18	Southern California Flex Academy	99,748	7.23%	435,852	5.88%	0	535,600
19	DM Charter SELPA	14,807	1.07%	1,409,060	19.00%	0	1,423,867
20	Ballington Academy for the Arts and Sciences - San Bernardino	12,331	0.89%	117,273	1.58%	0	129,604

Attachment IV

SELPA: Desert Mountain Charter SELPA-3651

Fiscal Year: 2024-25

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
21	Options For Youth Victor Valley	124,543	9.02%	670,221	9.04%	0	794,764
Totals:		1,380,110	100.00%	7,416,730	100.00%	0	8,796,840

SELPA: Desert Mountain Charter SELPA-3651

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
1	Allegiance STEAM Academy- THRIVE	495,000	60,000
2	Allegiance STEAM Academy- THRIVE, Fontana	104,630	11,223
3	ASA Charter School	0	0
4	Aveson Global Leadership Academy	8,497	0
5	Aveson School of Leaders	5,996	0
6	Ballington Academy for the Arts and Sciences-San Bernardino	0	0
7	Desert Trails Preparatory Academy	0	0
8	Elite Academic Academy - Lucerne	0	0
9	Encore Jr./Sr. High School for the Performing and Visual Arts	0	0

Attachment V

SELPA: Desert Mountain Charter SELPA-3651

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List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
10	Julia Lee Performing Arts Academy	0	0
11	Laverne Elementary Preparatory Academy	0	0
12	Leonardo da Vinci Health Sciences Charter	0	0
13	Odyssey Charter	0	0
14	OCS South	0	0
15	Pasadena Rosebud Academy	20,000	0
16	Pathways to College	0	0
17	Taylton High Desert Academy	0	0
18	Southern California Flex Academy	128,000	0
19	DM Charter SELPA	0	50,790
20	Ballington Academy for the Arts and Sciences - San Bernardino	0	0

Attachment V

SELPA: Desert Mountain Charter SELPA-3651

Fiscal Year: 2024-25

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
21	Options For Youth Victor Valley	0	0
Totals:		762,123	122,013

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

Attachment VII

SELPA: Desert Mountain Charter SELPA-3651

Fiscal Year: 2024-25

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

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

LEA Name	Add or Delete Row	LEA Status	Impacted SELPA Name	Impacted District, Charter, or School Name	Initiating SELPA Notification Date	SELPA Governing Board Notification Date	COE Notification Date	CDE Notification Date	Agreed Upon Effective Fiscal Year
Allegiance STEAM Academy-THRIVE		Transferred Out							2024–25
Allegiance STEAM Academy-THRIVE, Fontana									2024–25
ASA Charter School									2024–25
Elite Academic Academy		Transferred To							2024–25
Ballington Academy for the Arts and Sciences-San Bernar		Transfer From							2024–25
Options for Youth-Victor Valley		Transfer From							2024–25

