

High Desert “Partnership in Academic Excellence” Foundation, Inc. dba
LEWIS CENTER FOR EDUCATIONAL RESEARCH

17500 Mana Road, Apple Valley, CA 92307 (760) 946-5414 (760) 946-9193 fax

**Agenda for Regular Meeting of the Lewis Center for Educational Research Board
November 9, 2020 - Public Meeting – 4:00 p.m.**

NOTICE: This meeting will be conducted pursuant to the provisions of the Governor’s Executive Order N-29-20 Dated March 17, 2020 and will be held **TELECONFERENCE ONLY**. If you wish to participate in the meeting, please use the link or telephone number and access code set forth below:

Register for the meeting from your computer, tablet or smartphone at this link:

<https://attendee.gotowebinar.com/register/5621011715025267980>

Dial in using your phone:

United States: +1 (213) 929-4212 Access Code: 894-205-276

If you wish to make a public comment at this meeting, please complete a “Registration Card to Address the Board” (located on the website) and email it to the Secretary at lcerboard@lcer.org. Your comment will be read at the meeting during public comments or as the agenda item is heard.

1. **CALL TO ORDER AND PLEDGE OF ALLEGIENCE:** Chairman
2. **ROLL CALL:** Chairman
3. **PUBLIC COMMENTS:** Members of the general public may address the Board during Public Comments or as items appearing on the agenda are considered. A time limit of three (3) minutes and/or 250 words shall be observed. If you wish to make a public comment at this meeting, please complete a “Registration Card to Address the Board” (located on the website) and email it to the Secretary at lcerboard@lcer.org. Your comment will be read at the meeting during public comments or as the agenda item is heard.
4. **SPECIAL PRESENTATIONS:**
 - .01 NSLA Taskforce Update Regarding Secondary Grade Level Planning – Fausto Barragan
5. **DISCUSSION ITEMS:**
 - .01 AAE and NSLA Phase 2 School Reopening Update – Lisa Lamb
 - .02 AAE and NSLA Construction Projects Update – David Gruber
 - .03 November 13, 2020 Strategic Planning – Lisa Lamb
 - .04 Mitsubishi and LCER Naming MOU and Plaque Update – David Rib – Pg 3
 - .05 LCER Board Nominating Committee – Kevin Porter
 - .06 Lewis Center Foundation Update – Jessica Rodriguez
6. **ACTION ITEMS:**
7. **CONSENT AGENDA:**
 - .01 Approve Minutes of October 19, 2020 Regular Meeting – Pg 4
 - .02 Approve 2020-21 Revised Desert/Mountain SELPA Local Plan for AAE – Pg 6-57
 - .03 Approve 2020-21 Revised Desert/Mountain SELPA Local Plan for NSLA – Pg 6-57
8. **INFORMATION INCLUDED IN PACKET:** *(Board members may ask questions on items for clarification.)*
 - .01 President/CEO Report – Lisa Lamb – Pg 58
 - .02 LCER Financial Reports
 - Checks Over \$10K – Pg 66

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- Budget Comparisons – Pg 67
- .03 Lewis Center Foundation Financial Report
 - September 2020 – Pg 69
- .04 LCER Grant Tracking Sheet – Pg 70
- .05 AAE and NSLA Enrollment Numbers - Pg 71
- .06 LCER Board Attendance Log – Pg 73
- .07 LCER Board Give and Get – Pg 74

9. BOARD/STAFF COMMENTS:

- .01 Ask a question for clarification
- .02 Make a brief announcement
- .03 Make a brief report on his or her own activities
- .04 Future agenda items

10. CLOSED SESSION:

- .01 Panel Recommendation on AAE Disenrollment Case#090820-A
- .02 Panel Recommendation AAE Disenrollment Case#090820-B

11. ADJOURNMENT: Chairman

H.O. "BUD" BIGGS
MULTIPURPOSE ROOM



Lewis Center for Educational Research Board
Regular Minutes
October 19, 2020

1. **CALL TO ORDER AND PLEDGE OF ALLEGIENCE:** Chairman Kevin Porter called the meeting to order at 4:01 p.m. First grade AAE student Dave Newman led the Pledge of Allegiance.
2. **ROLL CALL:** LCER Board members Torii Gray, Sharon Page, Omari Onyango, Kevin Porter, David Rib and Rick Wolf were in attendance.

LCER Board members Pat Caldwell, Jim Morris and Jessica Rodriguez were absent.

Staff members Valli Andreasen, Fausto Barragan, Marcelo Congo, Jisela Corona, Ryan Dorcey, Teresa Dowd, David Gruber, Lisa Lamb and Stacy Newman were also in attendance.

3. **PUBLIC COMMENTS:** None
4. **SPECIAL PRESENTATIONS:**
 - .01 LCER 30th Anniversary Presentation – Lisa Lamb and Kevin Porter kicked off the 30th Anniversary Presentation and 30 for 30 Fundraiser on Facebook Live. The first 10 minutes of the 40-minute part 1 Documentary, produced and directed by Jisela Corona, was shown.
5. **DISCUSSION ITEMS:**
 - .01 Discuss AAE and NSLA Phase 2 School Reopening Plans – Lisa Lamb reported that elementary waivers for both AAE and NSLA have been approved. Hybrid instruction will begin at AAE October 26 for TK-2, November 9 at NSLA for TK-2 and AAE for 3-5, and November 30 at NSLA for 3-5. Students will attend 2 days per week. Secondary is still tentative as there is not a waiver for this level. If things go well the plan is to have AAE MS start on November 30, and AAE HS and NSLA MS on January 11. Every Monday, Admin meets with AAE and NSLA nursing staff to look at current data and any action plans needed. A check in occurs every Friday with all Principals and Managers to discuss the week and plan accordingly. If any staff tests positive, staff are notified at that location, without identification. We are also doing surveillance testing. Every 2 weeks 25% of staff are tested. If there is a false positive, there is no caveat for that. They still must quarantine for 10 days. Sharon asked if teachers were concerned with students returning to campus. Staff being onsite in person has helped us get used to protocols and work out any issues prior to students returning. Some staff are still anxious and others are excited for students to return. Teachers are doing an outstanding job.
 - .02 Discuss AAE and NSLA Construction Projects –David Gruber reported that at AAE the old retaining wall has been removed, the pad has been expanded, dirt has been brought in and the new retaining wall is in. The anticipated completion date is early March. At NSLA, office walls and multipurpose room walls are going up. The 1st and 2nd grade foundation is to be poured today, and MS/HS will be poured by next week. We will be hiring a moving company to move the campus.
 - .03 Discuss November 13, 2020 Strategic Planning – Lisa Lamb reported that the Strategic Planning on November 13 will be held at AV Town Hall to allow us to meet in a distanced environment. Please respond to emails so we can plan accordingly. Lisa, Stacy and Pat have met to plan and will meet again before the meeting.
 - .04 Discuss Mitsubishi and LCER Naming MOU and Plaque – David Rib discussed the draft naming MOU and plaque. He is working with Mitsubishi on the terms. Mitsubishi has agreed to pay for the plaque and make a contribution, but the amount has not been determined. David also contacted Betty Biggs, who did not have input on the MOU, but she is excited to attend the dedication. He is happy with the draft of the plaque. If there are any comments please let David know.

.05 Lewis Center Foundation Update – Lisa Lamb reported that the Foundation is going strong with the \$30 for 30 Years Fundraiser and 30th Anniversary kick off. The Foundation also implemented milestone bonuses for Employee Recognition. We are continuing to build our donor list and need additional donor information. David reported that the goal of the \$30 for 30 Fundraiser is \$30,000.

6. ACTION ITEMS:

- .01 Approve Revised 2020-21 LCER Budget – David Gruber presented the most significant revisions to the 2020-21 Budget. There have been many changes by the State since the budget was finalized in June. At the time, we had to make cuts that were necessary due to anticipated reductions in funding, but revenue is expected to be higher. Revisions include reinstatement of a 3.5% across the board COLA retroactive to July 1, 2020 and reinstatement of positions that were placed on hold. Cash flow projections and deferrals were also discussed, as well as budget priorities for 2021-22. This will be a good topic for strategic planning. On a motion by Sharon Page, seconded by David Rib, vote 6-0, the LCER Board of Directors approved the Revised 2020-21 LCER Budget.
- .02 Approve Revised BP 3550: Health and Safety Policy for COVID-19 – Stacy Newman reported that we have been reviewing information as it becomes available, including federal, state and local guidance, as well as legal. She pointed out highlights of the changes. On a motion by Omari Onyango, seconded by Sharon Page, vote 6-0, the LCER Board of Directors Approved the BP 3550: Health and Safety Policy for COVID-19 Revision.
- .03 LCER Board Chair to Appoint Nominating Committee to Bring Forward 2021 LCER Board Officer Nominations – Kevin Porter appointed Pat Caldwell, Sharon Page and Rick Wolf to the Nominating Committee.

7. CONSENT AGENDA:

- .01 Approve Minutes of September 14, 2020 Regular Meeting
- .02 Approve Minutes of September 21, 2020 Special Meeting

On a motion by Rick Wolf, seconded by Omari Onyango, vote 6-0, the LCER Board of Directors approved Consent Agenda Items 7.01-7.02.

8. INFORMATION INCLUDED IN PACKET:

- .01 President/CEO Report – Lisa Lamb
- .02 LCER Financial Reports
 - Checks Over \$10K
 - Budget Comparisons
- .03 Lewis Center Foundation Financial Report
 - August 2020
- .04 LCER Grant Tracking Sheet
- .05 NSLA Enrollment Numbers - Lisa Lamb reported that we are including this report to see how the wait lists are maintaining, especially at NSLA as we build out the campus. AAE's numbers will be included next time as well.
- .06 LCER Board Attendance Log
- .07 LCER Board Give and Get

9. BOARD/STAFF COMMENTS:

- .01 Ask a question for clarification
- .02 Make a brief announcement – Lisa Lamb reported the LCER was featured in the Town of Apple Valley Magazine.
- .03 Make a brief report on his or her own activities
- .04 Future agenda items

10. ADJOURNMENT: Chairman Porter adjourned the meeting at 5:28 p.m.

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



California Department of Education

Special Education Division

January 2020

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Fiscal Year

B. Governance and Administration

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

Participating Local Educational Agencies

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

Special Education Local Plan Area—Local Plan Requirements

1. Describe the geographic service area covered by the local plan:

The Desert/Mountain Special Education Local Plan Area (SELPA) is located in the Desert/Mountain region of San Bernardino County. The Desert/Mountain SELPA is composed of participating local education agencies (LEAs) including LEA charter schools and charter schools of the district. The Desert/Mountain SELPA's LEAs cover more than a 20,100 square mile radius. Our region is from the mountains (Bear Valley) to Trona, from the top of the Cajon Pass to the Arizona border (Needles) and San Diego County where several of our charter schools are located.

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:

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

Section B: Governance and Administration

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For Charter LEAs outside the geographic boundaries of the Desert/Mountain SELPA catchment area (San Bernardino County), the CAHELP JPA Governance Council shall ensure that these Charter LEAs 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 Desert/Mountain SELPA 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 Desert/Mountain SELPA and participating LEAs is to provide quality educational programs and services appropriate to the needs of each eligible student with a disability who is enrolled within the Desert/Mountain SELPA. The Responsible Local Agency (RLA) Superintendent, LEA Superintendents and CEOs of the LEA Charters are responsible for the management and supervision of all special education program operations within the Desert/Mountain SELPA. All such programs are to operate in a manner consistent with the funding provisions of the California Education Code, the Individuals with Disabilities Education Act (IDEA), other applicable laws, and Desert/Mountain SELPA policies and procedures.

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

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

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

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

CAHELP JPA Governance Council

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

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

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

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

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

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

Responsibilities of the CAHELP JPA Governance Council

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

- A. Establish operational procedures and make decisions on any matters regarding implementation, administration, and operation of special education programs in accordance with the Local Plan;
- B. Review and approve all Desert/Mountain SELPA policies, procedures, standards, and guidelines;
- C. Review, approve, and monitor the allocation of special education funds to LEAs through the Annual Budget Plan process;
- D. Review, approve, and monitor all budgets assigned to the Desert/Mountain SELPA office;
- E. Provide leadership to the Desert/Mountain SELPA regarding the development, revision, implementation, and review of the Local Plan;
- F. Select and recommend to the Superintendent of the RLA, a qualified candidate to 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 Desert/Mountain SELPA and to provide the necessary direction and guidance to the CAHELP CEO;
- J. Provide direction, consultation, and technical assistance to the LEAs and the Superintendent of the RLA;
- K. Provide a consistent forum to develop, review, and approve policy recommendations, which are submitted to the CAHELP JPA Governance Council for consideration;
- L. Approve interagency agreements;
- M. Designate participants for the Desert/Mountain SELPA Steering/Finance Committee;
- N. Establish and promote a Community Advisory Committee (CAC);

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

Desert/Mountain SELPA Steering/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 Desert/Mountain SELPA Steering/Finance Committee. The Desert/Mountain SELPA Steering/Finance Committee may be requested by the CAHELP JPA Governance Council to provide advice or assistance in other areas as needs are identified within the Desert/Mountain SELPA.

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

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

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J. Review and make recommendations to the CAHELP JPA Governance Council regarding decisions that impact the finances of LEAs.

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

Distribution of Federal and State Funds

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

Responsibilities for Distribution of Federal and State Funds

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

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

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

B. Monitoring the Use of State and Federal Funds

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

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

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the appropriate use of special education funds shall be made by the CAHELP JPA Governance Council through the Annual Budget Plan process.

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

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

Procedures for Changes in CAHELP JPA Governance Structure

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

1. Any LEA may elect to pursue an alternative option from those specified in California Education Code 56195.1 by notifying CDE, Desert/Mountain SELPA, and the San Bernardino County Superintendent at least one year prior to the date the alternative plan would become effective (California Education Code 56195.3(b)).
2. Any alternative plan of an LEA is subject to the approval of the San Bernardino County Superintendent, which would have LEAs as participating agencies in the alternative plan (California Education Code 56195.1).
3. Approval of a proposed alternative plan by the appropriate County Superintendent(s) must be based on the capacity of the LEA(s) to ensure that special education programs and services are provided to all children with 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)).
5. Any alternative plan to be submitted by an LEA or group or LEAs currently participating in the Desert/Mountain SELPA must meet the standards established by the State Board of Education.

3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan:

The CAHELP JPA Governance Council is the governing board of the Desert/Mountain SELPA

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

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

4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan:

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

A. Responsibilities of the RLA

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

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

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

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

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

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

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

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

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

C. CAHELP CEO

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

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

The CAHELP CEO is subject to the RLA's policies and procedures for day-to-day operations, but receives direction from, and is responsible to, the CAHELP JPA Governance Council. The

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CAHELP CEO is evaluated by a joint committee comprised of the Chair of the CAHELP JPA Governance Council and at least two other superintendents/CEOs from the CAHELP JPA Governance Council. The evaluation is confirmed by a vote of the CAHELP JPA Governance Council.

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

Desert/Mountain SELPA Staff

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

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

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

Program Managers

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

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

Included in the Desert/Mountain SELPA staffing are Program Specialists with areas of expertise to provide professional learning and supports to our LEAs.

5. Describe the policies and procedures of the SELPA that allow for the participation of charter schools in the local plan:

The function of the Desert/Mountain SELPA and participating LEAs is to provide quality education programs and services appropriate to the needs of each eligible student with a disability who is enrolled within the Desert/Mountain SELPA, including charter schools who

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operate as a school of the district or as a LEA.

The Desert/Mountain SELPA currently has several LEA charter schools who are members. Some of these Charter LEAs are outside the geographic boundaries of the Desert/Mountain SELPA. The CEOs of the Charter LEAs in and outside of the geographic boundaries of the Desert/Mountain SELPA are responsible for the management and supervision of all special education program operations. To this end, the Desert/Mountain SELPA provides technical assistance in ensuring that all Charter LEAs have the support necessary to fulfill their legal obligations under California Education Code, IDEA, and other applicable laws, and the Desert/Mountain SELPA policies and procedures.

Charters who function as a school of the district operate under the policies and procedures of the Desert/Mountain SELPA through their authorizing district. Charters who operate as LEAs sign assurance of following the Desert/Mountain SELPA policies and procedures.

Charter schools that participate as a member LEA in the Desert/Mountain SELPA are deemed to be a LEA charter school. Any charter school located within the State of California may apply to the Desert/Mountain SELPA for participation as a LEA in the Desert/Mountain SELPA. If approved, a LEA charter school of the Desert/Mountain SELPA may be geographically located either within or outside the boundaries of San Bernardino County. Whether a LEA charter school is located within San Bernardino County or outside of the geographic boundaries of the county, a LEA charter school is responsible for compliance with all provisions of IDEA and implementing regulations and for ensuring that a FAPE is provided to all children with disabilities who are enrolled in and attend the charter school in the same manner as individuals with disabilities are served in other public schools.

Charter schools that seek to become LEA members of the Desert/Mountain SELPA should carefully consider their increased responsibility to provide FAPE as a LEA charter school as opposed to operation as a public school of the authorizing school district. LEA charter schools are independent entities under the IDEA. As a result, the LEA charter school, not the authoring school district, is responsible for the delivery of appropriate services to a child with a disability and compliance with IDEA.

A nonprofit charter school that desires to participate as a LEA member of the Desert/Mountain SELPA may petition the CAHELP JPA Governance Council for consideration to participate in the Desert/Mountain SELPA. In reviewing the request by a charter school to participate in the Desert/Mountain SELPA local plan, the CAHELP JPA Governance Council may not treat the charter school differently from the manner in which it treats a similar request made by a school district.

LEA charter schools will participate as an equal LEA member of the Desert/Mountain SELPA in the development and approval of the Desert/Mountain SELPA fiscal allocation plan and in the distribution of federal and state funds among the LEA members of the Desert/Mountain SELPA according to the method of distribution approved by the Desert/Mountain SELPA policy making

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process.

Charter schools that do not participate as a member LEA in an approved special education local plan area may not be deemed a LEA and shall be deemed a public school of the LEA that granted the charter.

LEAs that authorize charter schools as public schools of the district are responsible for ensuring that FAPE is provided to all children with disabilities who are enrolled in and attending the charter school.

To this end, the LEA must serve students with disabilities who attend a charter school in the same manner as students with disabilities are served in other schools of the LEA. Services to students with disabilities must include the provision of supplementary and related services on site at the charter school to the same extent to which the LEA has a policy or practice of providing such services on site to its other public schools.

The LEA must provide an equitable share of special education funding and/or services for the provision of special education to students with disabilities attending charter schools of the LEA. If funding is provided, such funding must be provided on the same basis and at the same time as funds are provided to other public schools in the LEA. This includes proportional distribution based on relative enrollment of children with disabilities in lieu of or in addition to providing funding for the provision of special education services. A LEA may provide any necessary special education services, including administrative and support services and itinerants services that are provided by the LEA on behalf of students with disabilities enrolled in the charter school of the district.

Specific criteria as outlined in policy may be met in order for a charter school to be considered for membership in the Desert/Mountain SELPA.

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:

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

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

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

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participate in CAC activities through video or telephone conference.

Procedures for CAC appointment

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

1. Parents - A majority of the CAC membership is 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 Desert/Mountain SELPA Steering/Finance Committee.

Responsibilities of the CAC

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

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

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- 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,
- 15. 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:

The Local Plan is developed and updated by a committee of special and general education teachers and administrators and with participation of parents. 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.

Policies governing the Desert/Mountain SELPA shall be adopted by the CAHELP JPA Governance Council and are included as part of the Local Plan. Input may be received from parents, staff (general and special education teachers), public and nonpublic agencies, and members of the public at large during our Desert/Mountain Steering/Finance Committee meetings, CAC, and 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.

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:

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

A. Responsibilities of the RLA

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

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

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

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

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

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

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

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

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

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

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

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C. CAHELP CEO

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

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

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

- 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:

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

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 Desert/Mountain SELPA shall plan, facilitate, implement, and administer the activities of the Desert/Mountain SELPA as approved by the State Board of Education, and shall perform those services as

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required to accomplish the elements set forth in the plan as well as those required by state and federal law. Those services include, but are not limited to the following:

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

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

10. For multi-LEA local plans, specify:

a. The responsibilities of each participating COE and LEA governing board in the policymaking process:

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

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

b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan:

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

1. Establish operational procedures and make decisions on any matters regarding implementation, administration, and operation of special education programs in accordance with the Local Plan;
2. Review and approve all Desert/Mountain SELPA 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 Desert/Mountain SELPA office;
5. Provide leadership to the Desert/Mountain SELPA 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

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- employed as the CAHEP CEO;
7. Evaluate the performance of the CAHELP CEO;
 8. Determine and provide direction related to the personnel, program, and service requirement 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 Desert/Mountain SELPA 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 Desert/Mountain SELPA Steering/Finance Committee;
 14. Establish and promote a Community Advisory Committee (CAC);
 15. Receive recommendations from the CAC, Desert/Mountain SELPA Steering/Finance Committee, LEA boards, and other interested agencies and individuals;
 16. Decide disputes, if and, between participating LEAs that arise concerning special education related matters or related to the interpretation of the Local Plan and other agreements or policies between or among the LEAs;
 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.

c. The responsibilities of each LEA and COE for coordinating the administration of the local plan:

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

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

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

- 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:

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

A. Responsibilities of the RLA

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

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

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

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

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

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

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

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

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

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

C. CAHELP CEO

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

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

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

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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:

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

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

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

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

c. The operation of special education programs:

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

For Charter LEAs outside of the Desert/Mountain SELPA geographical area, the Desert/Mountain SELPA will provide technical assistance to ensure the Charter LEAs have support necessary to fulfill their legal obligations under California Education Code, the Individuals with

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

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

d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs:

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

1. For the costs of special education and related services and supplementary aids and services provided in a general education class or other education-related setting to a student with a disability in accordance with the IEP for the child, even if one or more nondisabled children benefit from these services.

2. To develop and implement a fully integrated and coordinated services system.

The CAHELP CEO, with the assistance of the Desert/Mountain SELPA Steering/Finance Committee, and the AU shall be responsible to monitor on an annual basis the appropriate use of all funds allocated for special education programs. Final determination and action regarding the appropriate use of special education funds shall be made by the CAHELP JPA Governance Council through the Annual Budget Plan process.

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

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.

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

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 Desert/Mountain SELPA 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 Desert/Mountain SELPA.

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

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

Policies, Procedures, and Programs

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

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

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a free appropriate public education is available to all children

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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)

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)

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

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

Policy/Procedure Number:

Document Title:

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Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

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)

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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)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

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)

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."

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The policy is adopted by the SELPA as stated:

Yes No

13. Governance: 20 USC Section 1412(a)(13)

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

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)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

16. Participation in Assessments: 20 USC Section 1412(a)(16)

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)

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)

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)

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)

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)

Policy/Procedure Number:

Document Title:

Document Location:

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"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)

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)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

Administration of Regionalized Operations and Services

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

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

Reference Number:
Document Title:
Document Location:
Description:

2. Coordinated system of identification and assessment:

Reference Number:
Document Title:
Document Location:
Description:

3. Coordinated system of procedural safeguards:

Reference Number:
Document Title:
Document Location:
Description:

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

Reference Number:
Document Title:
Document Location:
Description:

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

Reference Number:

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Document Title:
Document Location:
Description:

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

Reference Number:
Document Title:
Document Location:
Description:

7. Coordinated system of data collection and management:

Reference Number:
Document Title:
Document Location:
Description:

8. Coordination of interagency agreements:

Reference Number:
Document Title:
Document Location:
Description:

9. Coordination of services to medical facilities:

Reference Number:
Document Title:
Document Location:

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Description:

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

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

12. Fiscal and logistical support of the CAC:

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

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

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Reference Number:
Document Title:
Document Location:
Description:

15. Assurance of full educational opportunity:

Reference Number:
Document Title:
Document Location:
Description:

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.

Reference Number:
Document Title:
Document Location:
Description:

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

Reference Number:
Document Title:
Document Location:
Description:

Special Education Local Plan Area Services

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

Reference Number:	<input type="text" value="N/A"/>
Document Title:	<input type="text" value="Chapter 9 Transition Services"/>
Document Location:	<input type="text" value="SELPA Office/Website"/>
Description:	<input type="text" value="Policies and Procedures"/>

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:

Reference Number:	<input type="text" value="N/A"/>
Document Title:	<input type="text" value="Desert/Mountain SELPA Local Plan"/>
Document Location:	<input type="text" value="SELPA Office/Website"/>
Description:	<input type="text" value="Local Plan"/>

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:

Reference Number:	<input type="text" value="N/A"/>
Document Title:	<input type="text" value="Chapter 7, Procedural Safeguards"/>
Document Location:	<input type="text" value="SELPA Office/Website"/>
Description:	<input type="text" value="Policies and Procedures"/>

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:

Reference Number:	<input type="text" value="N/A"/>
Document Title:	<input type="text" value="Chapter 10, Positive Behavioral Interventions"/>
Document Location:	<input type="text" value="SELPA Office/Website"/>

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Description:

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:

Reference Number:

Document Title:

Document Location:

Description:

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*)

Reference Number:

Document Title:

Document Location:

Description:

**JENAE HOLTZ, CHIEF EXECUTIVE OFFICER, CAHELP JPA
DESERT/MOUNTAIN SPECIAL EDUCATION LOCAL PLAN AREA
LOCAL EDUCATION AGENCY (LEA)
ASSURANCE STATEMENT**

1. FREE APPROPRIATE PUBLIC EDUCATION, 20 U.S.C. § 1412(a)(1)

It shall be the policy of this LEA that a free appropriate public education is available to all children residing in the LEA, including those that are out of geographic boundaries, between the ages of three through 21, inclusive, including students with disabilities who have been suspended or expelled from school. The Desert/Mountain SELPA will have a policy in place that assures compliance for the out of geographic region charter schools.

2. FULL EDUCATIONAL OPPORTUNITY, 20 U.S.C. § 1412(a)(2)

It shall be the policy of this LEA that all students with disabilities have access to educational programs, nonacademic programs, and services available to students without disabilities.

3. CHILD FIND, 20 U.S.C. § 1412(a)(3)

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 attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services are identified, located, and evaluated. A practical method is developed and implemented to determine which students with disabilities are currently receiving needed special education and related services. The Desert/Mountain SELPA will assure that there is a process in place for the out of geographic region charter schools to be in compliance with this requirement.

4. INDIVIDUALIZED EDUCATION PROGRAM (IEP) AND INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP), 20 U.S.C. § 1412(a)(4)

It shall be the policy of this LEA that an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP) is developed, reviewed, and revised for each child with a disability who requires special education and related services in order to benefit from his/her IEP. It shall be the policy of this LEA that a review of an IEP will be conducted on at least an annual basis to review a student's

progress and make appropriate revisions. The Desert/Mountain SELPA will have in place a means of reporting this information for the individual charter schools in the same manner as the other member LEAs.

5. LEAST RESTRICTIVE ENVIRONMENT, 20 U.S.C. § 1412(a)(5)

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 class, separate schooling, or other removal of a student with disabilities from the general educational environment, occurs only when the nature or severity of the disability of the student is such that education in general classes with the use of supplemental aids and services cannot be achieved satisfactorily.

6. PROCEDURAL SAFEGUARDS, 20 U.S.C. § 1412(a)(6)

It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards throughout the provision of a free appropriate public education including the identification, evaluation, and placement process. The Desert/Mountain SELPA will monitor the compliance for the out of geographic region charter schools.

7. EVALUATION, 20 U.S.C. § 1412(a)(7)

It shall be the policy of this LEA that a reassessment of a student with a disability shall be conducted at least once every three years or more frequently, if appropriate.

8. CONFIDENTIALITY, 20 U.S.C. § 1412(a)(8)

It shall be the policy of this LEA that the confidentiality of personally identifiable data information and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act (FERPA). The Desert/Mountain SELPA will monitor the compliance for out of geographic charter schools.

9. PART C TRANSITION, 20 U.S.C. § 1412(a)(9)

It shall be the policy of this LEA that a transition process for a child who is participating in Early Intervention Programs (IDEA, Part C) with an IFSP is begun prior to a toddler's third birthday. The transition process shall be smooth, timely, and effective for the child and family. The Desert/Mountain SELPA will assure that there is a process in place to comply with this requirement for all out of geographic region charter schools.

10. PRIVATE SCHOOLS, 20 U.S.C. § 1412(a)(10)

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 schools by their parents. The Desert/Mountain SELPA will assure that all out of geographic region charter schools will have a policy in place that complies with this requirement.

11. LOCAL COMPLIANCE ASSURANCES, 20 U.S.C. § 1412(a)(11)

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 Individuals with Disabilities Education Act, the Federal Rehabilitation Act of 1973, Section 504 of Public Law, and the provisions of the California Education Code, part 30.

12. INTERAGENCY, 20 U.S.C. § 1412(a)(12)

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 a free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process.

13. GOVERNANCE, 20 U.S.C. § 1412(a)(13)

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 Educational Agency.

14. PERSONNEL QUALIFICATIONS, 20 U.S.C. § 1412(a)(14)

It shall be the policy of this LEA to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, including 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.

15. PERFORMANCE GOALS, 20 U.S.C. § 1412(a)(15)

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.

16. PARTICIPATION IN ASSESSMENTS, 20 U.S.C. § 1412(a)(16)

It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate-assessments consistent with state standards governing such determinations.

17. SUPPLEMENTATION OF STATE/FEDERAL FUNDS, 20 U.S.C. § 1412(a)(17)

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; will be used to supplement and not to supplant state, local, and other federal funds.

18. MAINTENANCE OF EFFORT, 20 U.S.C. § 1412(a)(18)

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 law and regulations.

19. PUBLIC PARTICIPATION, 20 U.S.C. § 1412(a)(19)

It shall be the policy of this LEA that public hearings, adequate notice 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 IDEA.

20. RULE OF CONSTRUCTION, 20 U.S.C. § 1412(a)(20)

(Federal requirement for State Education Agency only)

21. STATE ADVISORY PANEL, 20 U.S.C. § 1412(a)(21)

(Federal requirement for State Education Agency only)

22. SUSPENSION/EXPULSION, 20 U.S.C. § 1412(a)(22)

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.

23. ACCESS TO INSTRUCTIONAL MATERIALS, 20 U.S.C. § 1412(a)(23)

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 Standards.

24. OVERIDENTIFICATION AND DISPROPORTIONALITY, 20 U.S.C § 1412(a)(24)

It shall be the policy of this LEA to prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.

25. PROHIBITION ON MANDATORY MEDICINE, 20 U.S.C. § 1412(a)(25)

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 Substance Act as a condition of attending school or receiving a special education assessment and/or services.

26. DISTRIBUTION OF FUNDS, 20 U.S.C. § 1411(e), (f)(1-3)

(Federal requirement for State Education Agency only)

27. DATA, 20 U.S.C. § 1418(a-d)

It shall be the policy of this LEA to provide data or information to the CDE that may be required by regulations.

28. READING LITERACY, STATE BOARD REQUIREMENT, 2/99

It shall be the policy of this LEA that in order to improve the educational results for students with disabilities, SELPA Local Plans shall include specific information to ensure that all students who require special education will participate in the California Reading Initiative.

29. CHARTER SCHOOLS, CALIFORNIA EDUCATION CODE § 56207.5(a-c)

It shall be the policy of this LEA that a request by a charter school to participate as a LEA in a SELPA may not be treated differently from a similar request made by a school district.

In accordance with federal and state laws and regulations, Academy for Academic Excellence certifies that this plan has been 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 herein represented 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, 20 U.S.C. § 1400 et. seq., and implementing regulations under 34 C.F.R., Parts 300 and 303, 29 U.S.C. § 794, 705(20), 794-794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California Education Code, Part 30 and Chapter 3, Division 1 of Title 5 of the California Code of Regulations.

Certification of Participation, Compatibility & Compliance Assurances

Be it further resolved, the LEA superintendent/CEO shall administer local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Furthermore, the LEA superintendent/CEO ensures that policies and procedures covered by this assurance statement are on file at the LEA at the Desert/Mountain SELPA office.

Adopted this ____ day of _____, 20 ____.

Yeas: _____ Nays: _____

Signed:

Lisa Lamb

**JENAE HOLTZ, CHIEF EXECUTIVE OFFICER, CAHELP JPA
DESERT/MOUNTAIN SPECIAL EDUCATION LOCAL PLAN AREA
LOCAL EDUCATION AGENCY (LEA)
ASSURANCE STATEMENT**

1. FREE APPROPRIATE PUBLIC EDUCATION, 20 U.S.C. § 1412(a)(1)

It shall be the policy of this LEA that a free appropriate public education is available to all children residing in the LEA, including those that are out of geographic boundaries, between the ages of three through 21, inclusive, including students with disabilities who have been suspended or expelled from school. The Desert/Mountain SELPA will have a policy in place that assures compliance for the out of geographic region charter schools.

2. FULL EDUCATIONAL OPPORTUNITY, 20 U.S.C. § 1412(a)(2)

It shall be the policy of this LEA that all students with disabilities have access to educational programs, nonacademic programs, and services available to students without disabilities.

3. CHILD FIND, 20 U.S.C. § 1412(a)(3)

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 attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services are identified, located, and evaluated. A practical method is developed and implemented to determine which students with disabilities are currently receiving needed special education and related services. The Desert/Mountain SELPA will assure that there is a process in place for the out of geographic region charter schools to be in compliance with this requirement.

4. INDIVIDUALIZED EDUCATION PROGRAM (IEP) AND INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP), 20 U.S.C. § 1412(a)(4)

It shall be the policy of this LEA that an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP) is developed, reviewed, and revised for each child with a disability who requires special education and related services in order to benefit from his/her IEP. It shall be the policy of this LEA that a review of an IEP will be conducted on at least an annual basis to review a student's

progress and make appropriate revisions. The Desert/Mountain SELPA will have in place a means of reporting this information for the individual charter schools in the same manner as the other member LEAs.

5. LEAST RESTRICTIVE ENVIRONMENT, 20 U.S.C. § 1412(a)(5)

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 class, separate schooling, or other removal of a student with disabilities from the general educational environment, occurs only when the nature or severity of the disability of the student is such that education in general classes with the use of supplemental aids and services cannot be achieved satisfactorily.

6. PROCEDURAL SAFEGUARDS, 20 U.S.C. § 1412(a)(6)

It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards throughout the provision of a free appropriate public education including the identification, evaluation, and placement process. The Desert/Mountain SELPA will monitor the compliance for the out of geographic region charter schools.

7. EVALUATION, 20 U.S.C. § 1412(a)(7)

It shall be the policy of this LEA that a reassessment of a student with a disability shall be conducted at least once every three years or more frequently, if appropriate.

8. CONFIDENTIALITY, 20 U.S.C. § 1412(a)(8)

It shall be the policy of this LEA that the confidentiality of personally identifiable data information and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act (FERPA). The Desert/Mountain SELPA will monitor the compliance for out of geographic charter schools.

9. PART C TRANSITION, 20 U.S.C. § 1412(a)(9)

It shall be the policy of this LEA that a transition process for a child who is participating in Early Intervention Programs (IDEA, Part C) with an IFSP is begun prior to a toddler's third birthday. The transition process shall be smooth, timely, and effective for the child and family. The Desert/Mountain SELPA will assure that there is a process in place to comply with this requirement for all out of geographic region charter schools.

10. PRIVATE SCHOOLS, 20 U.S.C. § 1412(a)(10)

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 schools by their parents. The Desert/Mountain SELPA will assure that all out of geographic region charter schools will have a policy in place that complies with this requirement.

11. LOCAL COMPLIANCE ASSURANCES, 20 U.S.C. § 1412(a)(11)

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 Individuals with Disabilities Education Act, the Federal Rehabilitation Act of 1973, Section 504 of Public Law, and the provisions of the California Education Code, part 30.

12. INTERAGENCY, 20 U.S.C. § 1412(a)(12)

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 a free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process.

13. GOVERNANCE, 20 U.S.C. § 1412(a)(13)

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 Educational Agency.

14. PERSONNEL QUALIFICATIONS, 20 U.S.C. § 1412(a)(14)

It shall be the policy of this LEA to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, including 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.

15. PERFORMANCE GOALS, 20 U.S.C. § 1412(a)(15)

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.

16. PARTICIPATION IN ASSESSMENTS, 20 U.S.C. § 1412(a)(16)

It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate-assessments consistent with state standards governing such determinations.

17. SUPPLEMENTATION OF STATE/FEDERAL FUNDS, 20 U.S.C. § 1412(a)(17)

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; will be used to supplement and not to supplant state, local, and other federal funds.

18. MAINTENANCE OF EFFORT, 20 U.S.C. § 1412(a)(18)

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 law and regulations.

19. PUBLIC PARTICIPATION, 20 U.S.C. § 1412(a)(19)

It shall be the policy of this LEA that public hearings, adequate notice 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 IDEA.

20. RULE OF CONSTRUCTION, 20 U.S.C. § 1412(a)(20)

(Federal requirement for State Education Agency only)

21. STATE ADVISORY PANEL, 20 U.S.C. § 1412(a)(21)

(Federal requirement for State Education Agency only)

22. SUSPENSION/EXPULSION, 20 U.S.C. § 1412(a)(22)

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.

23. ACCESS TO INSTRUCTIONAL MATERIALS, 20 U.S.C. § 1412(a)(23)

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 Standards.

24. OVERIDENTIFICATION AND DISPROPORTIONALITY, 20 U.S.C § 1412(a)(24)

It shall be the policy of this LEA to prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.

25. PROHIBITION ON MANDATORY MEDICINE, 20 U.S.C. § 1412(a)(25)

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 Substance Act as a condition of attending school or receiving a special education assessment and/or services.

26. DISTRIBUTION OF FUNDS, 20 U.S.C. § 1411(e), (f)(1-3)

(Federal requirement for State Education Agency only)

27. DATA, 20 U.S.C. § 1418(a-d)

It shall be the policy of this LEA to provide data or information to the CDE that may be required by regulations.

28. READING LITERACY, STATE BOARD REQUIREMENT, 2/99

It shall be the policy of this LEA that in order to improve the educational results for students with disabilities, SELPA Local Plans shall include specific information to ensure that all students who require special education will participate in the California Reading Initiative.

29. CHARTER SCHOOLS, CALIFORNIA EDUCATION CODE § 56207.5(a-c)

It shall be the policy of this LEA that a request by a charter school to participate as a LEA in a SELPA may not be treated differently from a similar request made by a school district.

In accordance with federal and state laws and regulations, Norton Science and Language Academy certifies that this plan has been 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 herein represented 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, 20 U.S.C. § 1400 et. seq., and implementing regulations under 34 C.F.R., Parts 300 and 303, 29 U.S.C. § 794, 705(20), 794-794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California Education Code, Part 30 and Chapter 3, Division 1 of Title 5 of the California Code of Regulations.

Certification of Participation, Compatibility & Compliance Assurances

Be it further resolved, the LEA superintendent/CEO shall administer local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Furthermore, the LEA superintendent/CEO ensures that policies and procedures covered by this assurance statement are on file at the LEA at the Desert/Mountain SELPA office.

Adopted this ____ day of _____, 20 ____.

Yeas: _____ Nays: _____

Signed:

Lisa Lamb

**Lewis Center for Educational Research
STAFF REPORT**

Date: November 9, 2020
 To: LCER Board of Directors
 From: Lisa Lamb
 Re: President/CEO Report

Goal 1: Build the financial capacity of the LCER, including key provisions for sustainability.	
1.1 <u>Objective:</u> Each school will maintain a reserve balance of no less than 4% of the total operating budget. Reserves will be defined as unencumbered cash balance.	The Finance Department has completed a preliminary cash flow report for the 2020/2021 fiscal year. Through our studies and with the use of the States deferral schedule approved with the Budget in June and without any confirmation of a stimulus package that would support public schools, we have been able to confirm the ability to continue to not only meet the 4% reserves, but also the 45 days cash requirement within both Bond requirements. We are still hopeful of some federal support, but are not depending on it to support our ongoing operations.
1.2 <u>Objective:</u> Support oversight and accountability of funds by LCER budget managers through monthly financial reports which include budget-to -actuals.	The Finance Department is continuing to provide Monthly Encumbrance Reports at the beginning of each month. Finance has been working on entering the revised budget from the Board approval and will aid in the communication and decision making of each Director on their spending and areas of need. We plan to have this all rolled out in time for November financial reports being updated with the new numbers.
1.3 <u>Objective:</u> Most restrictive dollars (i.e.: categorical funding, one-time monies, Special Education funding, grants, etc.) will be utilized first and according to funding requirements and as approved by the School Site Council.	We continue to focus on the COVID funds that have been received by both schools as our priority. We understand a quick response to properly support the ability to keep students, families, and staff safe and learning in the current environment as vital and wish to support the growing needs. The schools have set forth their priorities to best utilize these funds and we have ordered items to help support the teachers as we begin to bring our students back on to campus. Both schools have held School Site Council meetings to stay compliant on the spending of these funds with federal guidelines.
1.4 <u>Objective:</u> The Foundation Board will raise funds to support the needs of LCER schools and programs.	With the support of the Foundation Board, we have begun the preparation of providing annual monetary bonus and gift for staff who have been with the Lewis Center and met some great milestones. These bonuses will be reflected on staff paychecks beginning November 15th and on the 15th of each month of the employees anniversary with the organization. \$30 for 30 years fundraising is in full force right now. We have released the first episode of our video story representing the first 15 years of the organization, and we are hoping to release the next episode soon.
Goal 2: Develop and maintain facilities to meet the TK-12 needs at both campuses.	

<p><u>2.1 Objective: Complete NSLA TK-12 and Head Start campus in Winter/Spring 2021.</u></p>	<p>The current building delivery dates are as follows: Head Start- May 1, 2020 Administration- June 1, 2020 MPR- June 1, 2020 Balance of buildings- August 1, 2020</p> <p>NSLA to vacate the current property no later than June 30, 2020</p>
<p><u>2.2 Objective: Create a deferred maintenance schedule to properly identify and address the needs of aging equipment, building and infrastructure.</u></p>	<p>LCER Facilities Department has recently completed or has in process the following projects:</p> <p>AAE</p> <ul style="list-style-type: none"> ● Trimmed all the Palm Trees ● Painted Patios Covers between Buildings M&N and Q&T ● Painted the exterior wall in front of A Bldg. ● Painted yellow caution lines and curbs around campus ● Painted parking lot fire curbs ● Painted the remaining handrails around campus ● Painted North Elementary Restrooms ● Painted the nurse’s office ● Added grass inside the beginning of the circle on both sides ● Replaced filters with MERV13 filters ● Deep cleaning all buildings around campus. ● Repaired and rebuilt the front entrance post to mineral city ● Removed all the tumbleweeds around the north side of campus ● Building all the new tables and benches we received and installing them around campus. <p>NSLA</p> <ul style="list-style-type: none"> ● Painted office doors ● Setting up classrooms for Phase (2) ● Painted parking lot curbs ● Replaced filters with MERV13 filters ● Painted 6ft apart stencils all over campus. ● Moving classroom furniture into storage ● Reconfigured and added sprinkler lines in the ball field ● Setting up storage accommodations for reduction in furniture due to social distancing in COVID
<p><u>2.3 Objective: Monitor technological systems to protect against external and internal security threats.</u></p>	<p>COVID funding has allowed for the upgrade to our technological systems. Our wired and wireless network has been totally replaced. These upgrades are the newest generation of wifi and allow for greater speed and throughput and far less latency. We also purchased new firewalls which will be installed within the next few weeks.</p>

<p>2.4: <u>Utilize the refinancing of the AAE Bonds to address capital campaign needs (i.e. Multipurpose Room, secondary science labs, additional athletics and P.E. fields, special education, parking lot rehabilitation, etc.).</u></p>	<p>The AAE MPR construction is progressing. The project is expected to be completed at the end of February 2021. As the MPR project will account for all of the bond funding, the additional facilities' needs such as secondary science labs, additional fields, and parking lot repair will be allocated out of general funding in the coming years.</p>
<p>Goal 3: Strengthen the academic programs at both schools resulting in increased student mastery while preparing every student for post-secondary success in the global society.</p>	
<p>3.1 <u>Objective: Both schools will demonstrate continued increases in student mastery in the area of Mathematics as reported on the California School Dashboard.</u></p>	<p>AAE</p> <p>NSLA teachers have completed I-ready assessments and are analyzing mathematics data to make decisions on individual student needs for intervention, etc. i-Ready is a technology based adaptive assessment tool for reading or math. i-Ready presents students with questions that can be both too easy and too hard. It is designed to do this until the assessment finds exactly the level at which the student is performing.</p> <p>Each time a student gets an item incorrect, he or she will be presented with a simpler question until the diagnostic finds the grade level at which the student is performing. The assessment efficiently assesses students across multiple grade levels, allowing for identification of root causes of students' struggles or for identification of areas where a student is ready for further challenge. This information will then provide the teacher with a "road map" to instructional remediation.</p> <p>Once a student completes the test, he or she will be assigned online instruction to support his or her progress in mastering each skill. The online instruction is designed to be both challenging and engaging. The MTSS and ATM team is working to decide on purchasing i-ready for students in grades 6-12.</p>
<p>3.2 <u>Objective: In order to decrease referrals for counseling and behavior incidents, both schools are implementing curricula at the elementary, middle and high school to support Social Emotional Learning (SEL). The collective outcomes of these strategies are to: enhance the ability of students to self-regulate, strengthen relationships amongst students and staff, and empower teachers to support SEL needs in the classroom.</u></p>	<p>The school MTSS teams continue to hold weekly planning meetings to discuss the overall socioemotional, behavioral and academic needs of students. ATM teams are also consulted in terms of the overall trends and direction adopted to support SEL needs and accomplish our different objectives.</p> <p>During the month of September, both schools have concurrently run Socioemotional Learning (SEL) surveys across the 3-12 grade levels. Research-based SEL assessments (i.e. Panorama, CROPS) were utilized to develop these SEL measures. Assessments were developed and delivered to students in a multiple-choice format on a Likert scale. Data was collected, interpreted and shared with staff and students. Parents of students at-risk are contacted and offered additional SEL and counseling support. The Counselling Team is also working with teachers and modeling lessons and instruction of SEL skills.</p>

	<p>Counselors are providing teachers with lessons and videos and demonstrations in virtual classrooms. In addition to SEL support, during our weekly staff meetings, counselors share wellness activities and review students' lessons with teachers in order to support SEL curriculum implementation. The MTSS team at NSLA plans to implement the Second Step SEL curriculum. The Second Step curriculum is currently being used at AAE with highly positive results.</p> <p>In addition to supporting SEL curriculum implementation, Counselors and School Psychologists are currently providing virtual and in-person counseling sessions at both school sites. Parents, students and staff can make appointments with a Counseling Team member and receive direct services in person or virtually.</p>
<p><u>3.3 Objective: Both schools will develop a more robust STEAM strand that builds upon itself in grades TK-12.</u></p>	<p>AAE Air Force JROTC has applied to be one of the first units to transition to Space Force JROTC. Ten units will be selected to participate. Colonel Armstrong and MSgt. Padua are eagerly leading this process.</p> <p>The Lewis Center Programs Department will be offering additional after school Space Science Classes to mitigate learning loss at both schools. This program consists of ten 2-hour sessions to be held on Wednesdays. Amy Ritter will work on advertising, recruitment, and enrollment. She will begin teaching the classes in late October.</p> <p>A majority of the COVID relief funds we received have been allocated to increasing educational technology and infrastructure at both campuses. We have now distributed 1-to-1 devices to all students in all grades at both schools. This is a huge step in ensuring equitable access for all students. We have also distributed close to 100 hotspots to families and staff in need of wifi. Moving forward, these technology upgrades will support a hybrid and distance learning model. This will allow better access to digital curricula and resources in all phases.</p> <p>NSLA Admin staff has met with Garner Holt Exploration Through Imagination to explore the possibility of providing Enrichment on an after school program format to mitigate learning loss. Garner Holt Education through Imagination is a team of educators and industry professionals dedicated to producing world-class educational programs and resources to provide students with a strong foundation in creativity, innovation, technology and entrepreneurship to keep pace with our nation's need to create students who are college and career ready in the areas of science, technology, engineering, arts, and math.</p>
<p>Goal 4: Recruit, develop, and retain highly qualified and diversified staff.</p>	
<p><u>4.1 Objective: Evaluate ongoing and new recruitment efforts to</u></p>	<p>We are in the process of rolling out the updated Lewis Center regular education job descriptions for middle/high school general education</p>

<p><u>ensure that all positions are filled with highly-qualified and diversified staff.</u></p>	<p>teachers to AAE teachers. The decision to update the job descriptions was based on the need to have clear, updated job descriptions/postings to recruit high school teachers at Norton. These updates will help ensure that we are able to clearly communicate the job duties, advantages of working within the Lewis Center and provides a clear description of the expectations.</p> <p>Recruitment continues to be a focus of the NSLA Task Force. The task force is finalizing a master schedule which will determine the regular education high school teaching positions for the 2021-22 school year; thus allowing HR to more accurately target specific teaching applicants. The personnel task force committee plans to attend virtual job fairs, online events, college events, etc. We will also use alternative means of advertising such as billboards, networking, job boards, social media, and campaigns.</p> <p>HR is continuing to recruit on Edjoin for open positions to include ongoing recruitment for substitutes. The work availability of our current certificated and classified substitute pool is low as well as the applicant pool. We believe this is attributed to unemployment benefits they have been receiving.</p>
<p><u>4.2 Objective: Develop a comprehensive succession plan for all key positions.</u></p>	<p>Each director continues to evaluate key positions and ensure cross-training to make sure that if any key person is out, support and services are able to continue, as well as remote work options. This month, the IT department has worked closely with directors to ensure essential staff are equipped with appropriate technology to work remotely when necessary.</p> <p>Principals continue having “resident “ certificated subs work daily at both sites. These substitutes participate in the same training and professional development as teachers to ensure there is coverage for absences. We are now bringing in “resident” classified substitutes to work daily at both school sites, to ensure appropriate support coverage.</p> <p>Stacy Newman and Lisa Lamb attended a webinar hosted Board on Track regarding CEO Compensation. The next webinar in the series is focused on Succession Planning. An invitation will be sent to all LCER Board Members with the intent for the personnel committee members to attend to assist with succession planning. .</p>
<p><u>4.3 Objective: Invest in professional development for classified and certificated staff and board members.</u></p>	<p>The Executive Team has been participating in ongoing webinars/meetings to stay abreast of COVID-19 updated guidelines to include legal (YM&C), Self Insured Schools of California (SISC), California Association of Schools Administrators (CASBO), Charter Safe, etc. The team has registered for the 2021 California Charter Schools Virtual Conference. The information gathered from these meetings/trainings is communicated across the organization.</p> <p>In order to keep all staff abreast of these changes, information is being rolled out weekly via various communication channels. Weekly meetings</p>

	<p>are held with the Executive Team (Thursdays), all LCER Management (Fridays), Health Committee (Mondays), and ATM (Mondays at each school), and school-wide all staff meetings. Other meetings held include: Academic Leadership Team (both schools), individual dept meetings (as needed LCER-wide).</p> <p>Recent Training for teachers includes:</p> <ul style="list-style-type: none"> ● Swivl Training to support hybrid instruction ● Infinite Campus/Attendance/Grading ● Best practices for hybrid instruction ● Multiple Tier Support Systems (MTSS)- system to support struggling students ● Reading A to Z Kids (RAZ Kids)- online guided reading program ● iReady Diagnostic (Grades 2-8) ● iReady Math Curriculum (Elementary)
<p>4.4 <u>Create a highly attractive environment for staff which increases and/or maintains staff retention rates LCER-wide.</u></p>	<p>We realize that outside of compensation, safety is critical to staff retention. In light of the current climate we are in with COVID-19, the Executive Team has focused heavily on providing all the necessary structures and resources (both physical and emotional) to ensure the health, safety and well-being of our staff and students. HR continues to work with individuals pertaining to their unique health conditions and need for accommodations and time off, i.e. FFCRA and other leaves, etc.</p> <p>In addition, the Executive Team continues searching for ways to meet the objective of increasing compensation. An across the board 3.5% increase to all pay rate schedules is being implemented effective November 1, 2020, retro to July 1, 2020. Some positions and stipends that were originally eliminated from the budget at the beginning of the year, due to COVID-19, have been reinstated. Staff compensation will be placed on the agenda for the upcoming annual strategic planning session in November.</p>
<p>Goal 5: The Lewis Center for Educational Research will communicate and operate under a common vision, mission, goals, and objectives.</p>	
<p>5.1 <u>Objective: The Board of Directors and Executive Team will continue to participate in annual strategic planning. Progress toward goals will be reported monthly via the CEO Board Report.</u></p>	<p>Strategic Planning for 2020-2021 is scheduled for November 13, 2020. Progress toward the revised goals will be reported via the monthly staff report.</p>
<p>5.2 <u>Objective: Board and Executive Team will actively communicate LCER's mission to the stakeholders and</u></p>	<p>Members of the Board and Executive Team are actively involved in our communities. Lisa Lamb's current community outreach includes ongoing Town of Apple Valley leader meetings, San Bernardino County Sheriff Community Workgroup, Victor Valley Chamber of Commerce, Miracle</p>

<p><u>communities that we serve.</u></p>	<p>League Development Team, NASA Citizen Science Network, and NASA/JPL Partnership.</p> <p>We are currently working on broad recruitment for AAE high school and NSLA kindergarten and grades 6-9. The recruitment campaign will include press releases, advertisements, feeder school visits and presentations, and community outreach. Each of these actions will provide an opportunity to communicate LCER's mission to stakeholders.</p> <p>LCER's 30th Anniversary Celebration and call to action allowed us to share our story and mission with our stakeholders and supporters. This campaign will continue through December. The Lewis Center story was highlighted in the Daily Press as part of this campaign. https://www.vdailypress.com/story/news/education/2020/10/19/lewis-center-educational-research-celebrates-30th-anniversary-documentary-fundraiser/3702117001/</p> <p>GAVRT and AAE's AFJROTC were highlighted as a model for STEM learning in the new <u>Exploring Space: The High Frontier</u> textbook. This textbook is the core curriculum for all 900 AFJROTC units worldwide. 1st District Supervisor Robert Lovingood also shared this in his recent newsletter and social media accounts which have wide viewership across San Bernardino County.</p>
<p><u>5.3 Objective: Increase communication with stakeholders regarding progress toward mission, vision, and goals.</u></p>	<p>Through distance learning, two-way communication has increased. Both schools have continued to hold regular parent forums on Friday afternoons. The principals are having weekly staff meetings to discuss Phase 2 Reopening and other topics related to distance or hybrid instruction (AAE on Tuesday and NSLA on Thursday). These meetings are also attended by the Executive Team and other support staff.</p> <p>A special All Staff meeting was held on October 22nd to present and discuss the pay raises and milestone recognition program. In all of these forums, significant time has been allocated to discussion and answering questions for staff and families.</p> <p>These sessions continue to guide planning and decision making at the school and organization levels.</p>

Public Relations and Media Report

September- October

- 9/11 Virtual Commemoration
 - Compiled photo submissions from AAE students and community members
 - Interviews of Mayor Scott Nassif, Colonel George Armstrong, Lisa Lamb, and Valli Andreasen
 - Ambassadors' honored five local heroes
 - Streamed on Apple Valley TV Station
- NSLA Task Force
 - Recruitment adverts and designs for staff and students
- Potential Grants

- NASA ROSES Proposal for GAVRT
- Equity Training Grant for LCER
- Miracle League Field in San Bernardino
- Foundation Work
 - 30th Anniversary Celebration
 - \$30 for 30 Fundraiser in progress
 - Interviews with supporters and staff ongoing
 - First segment of documentary published highlighting first 15 years
 - Second segment of the documentary will be published in December highlighting years 16-30 and the future.
 - Donor databases being updated
 - Converting old footage and pulling photographs for the documentary
 - Prepare for Giving Tuesday in November
- “Good Things” Videos will be produced weekly. Initial topics will include:
 - Tk-2 Back to School Highlight
 - Special Education Highlight
 - Space Academies Highlight
 - Tech in Action Highlight
- NASA in Your Neighborhood Series Event
 - Partnership between NASA/JPL, Lewis Center and Goldstone
 - This month’s topic: Parker Solar Probe

The High Desert Partnership in Academic Excellence Foundation, Inc.
 Check/Voucher Register - Board Report - 10K
 From 8/1/2020 Through 10/30/2020

Effective D...	Check Nu...	Vendor Name	Check Amount	Transaction Description
8/3/2020	44684	SBCSS	10,441.39	NSAA PERS contributions for July 20
8/3/2020		SBCSS	49,607.97	LCER/AAE - PERS contributions for July 20
8/3/2020	44688	SBCSS	64,443.27	NSAA STRS contributions for July
8/3/2020		SBCSS	120,691.10	LCER/AAE - STRS contributions for July
8/11/2020	44698	Carnegie Learning	15,401.70	PO# 2021-0036-AAE
8/11/2020	44707	Illuminate Education, Inc	14,944.02	PO# 2021-0057-LCER
8/11/2020	44722	Southern California Edi...	10,024.27	Acct# 2-35-953-2850
8/11/2020		Southern California Edi...	14,868.23	Acct# 2-21-356-3786 - MRC Campus
8/11/2020	44736	Apple Computer, Inc.	16,039.25	IPads for Distance Learning
8/14/2020	003		339,086.60	Group: Payroll; Pay Date: 8/14/2020
8/17/2020	44748	SISC	185,973.85	Health Coverage for August 2020
8/20/2020	44757	KDC Technologies	30,973.89	PO# 2021-0096-NSLA
8/20/2020		KDC Technologies	32,059.56	PO# 2021-0095-AAE
8/25/2020	44760	SBMWD Customer Ser...	50,722.00	NSLA - Water Installation / Head Start - Water Installation
8/27/2020	44771	Curriculum Associates,...	10,740.00	PO# 2021-0002-NSLA - I Ready
8/27/2020	44799	TWIG Education	133,410.30	PO# 2021-0001-AAE
8/31/2020	005		382,811.64	Group: Payroll; Pay Date: 8/31/2020
9/1/2020	44811	CharterSAFE	35,507.00	Insurance premium pymt for September
9/1/2020	44814	SBCSS	18,989.73	NSAA PERS contributions for August
9/1/2020		SBCSS	59,719.95	LCER/AAE - PERS contributions for August
9/1/2020	44817	SBCSS	67,891.09	NSAA STRS contributions for August
9/1/2020		SBCSS	125,307.93	LCER/AAE - STRS contributions for August
9/15/2020	009		387,477.50	Group: Payroll; Pay Date: 9/15/2020
9/16/2020	44823	Apple Inc.	28,870.65	PO# 2021-0076-LCER 13 MacBook Air
9/16/2020		Apple Inc.	218,596.73	PO# 2021-0076-LCER
9/16/2020	44846	IXL Learning	14,155.00	PO# 2021-0161-LCER
9/16/2020	44863	SBCSS	81,941.38	2019-2020 Charter School Oversight Fees
9/16/2020	44865	Southern California Edi...	11,478.70	Acct# 2-21-356-3786
9/16/2020		Southern California Edi...	12,383.76	Acct# 2-35-953-2850
9/16/2020	44869	SISC	189,570.95	Health Coverage for September 2020
9/16/2020	44873	SWIVL	81,674.50	PO# 21-2002-IT-H
9/16/2020	44877	Virtual Graffiti	24,276.46	PO# 2021-0135-LCER
9/16/2020	44880	Wells Fargo Vendor Fi...	54,787.81	PO# 20-1003-IT-O - Apple I Pad
9/29/2020	44890	SBMWD Customer Ser...	31,845.00	205 South Allen Street (Head Start Facility) Fire Services
9/29/2020		SBMWD Customer Ser...	136,106.00	230 South Waterman Avenue (NSLA) Fire Service
9/30/2020	010		383,054.11	Group: Payroll; Pay Date: 9/30/2020
10/1/2020	44898	CharterSAFE	35,507.00	Insurance premium pymt for October
10/1/2020	44902	SBCSS	26,545.68	NSAA PERS contributions for September
10/1/2020		SBCSS	64,456.45	LCER/AAE - PERS contributions for September
10/1/2020	44904	SBCSS	71,454.56	NSAA STRS contributions for September
10/1/2020		SBCSS	125,792.61	LCER/AAE - STRS contributions for September
10/14/2020	44947	City of San Bernardino	104,172.11	NSLA Building Permit Fees
10/15/2020	011		384,328.95	Group: Payroll; Pay Date: 10/15/2020
10/15/2020	44952	SISC	187,406.70	Health Coverage for October 2020
10/15/2020	44953	City of San Bernardino	14,557.56	Head Start Building Permit
10/15/2020	44954	City of San Bernardino	456,565.67	NSLA Impact Fee
10/15/2020	44955	City of San Bernardino	89,985.26	NSLA Building Permit
10/29/2020	44959	Town of Apple Valley	65,579.62	MPR Building Permit Fees for AAE
10/29/2020	44969	CharterSAFE	35,507.00	Insurance premium pymt for August 2020
10/29/2020	44970	CDI	25,654.45	HP 11A Lenovo Chrome Management
10/29/2020	44979	Global Equipment Com...	20,260.71	PO# 2021-0228-AAE
10/29/2020	44992	Red River Technology ...	37,859.84	PO# 2021-0069-LCER
10/29/2020	44996	Southern California Edi...	10,577.74	Acct# 2-35-953-2850 - MRC
10/30/2020	012		<u>360,669.29</u>	Group: Payroll; Pay Date: 10/30/2020
Report Total			<u>5,562,754.49</u>	

All Funds - Budget Comparison 2019/20 to 2020/21

2019-2020				
Total Budget \$ - Revised	Current Period Actual		Remaining Budget	Percent Remaining
	thru September	thru September		
Revenue				
Revenue	24,219,500	6,054,875	18,164,625	75.00%
Expense				
Certificated Salaries	9,918,476	2,344,456	7,574,020	76.36%
Classified Salaries	3,463,235	778,982	2,684,253	77.51%
Benefits	4,860,713	1,123,016	3,737,697	76.90%
Books and Supplies	1,445,252	506,857	938,395	64.93%
Services & Other	2,277,763	435,377	1,842,386	80.89%
Capital Outlay	227,500	72,179	155,321	68.27%
Other Outgo	947,000	214,734	732,266	77.32%
Share of LCER	0	0	0	N/A
Total Expense	23,139,939	5,475,601	17,664,338	76.34%
Add (Subtract) to Reserves	1,079,561	579,274	500,287	
Total Revenue				
	24,219,500	6,054,875	18,164,625	25.00%
Total Expense				
	23,139,939	5,475,601	17,664,338	23.66%
Add (Subtract) to Reserves	1,079,561	579,274	500,287	

Note - Revenue Reported is % of Budgeted Revenue Earned

2020-2021				
Total Budget \$ - Original	Current Period Actual		Remaining Budget	Percent Remaining
	thru September	thru September		
Revenue				
Revenue	23,603,314	5,900,829	17,702,486	75.00%
Expense				
Certificated Salaries	9,971,920	2,360,473	7,611,447	76.33%
Classified Salaries	3,376,103	666,133	2,709,970	80.27%
Benefits	4,850,108	1,110,770	3,739,338	77.10%
Books and Supplies	1,459,695	1,218,620	241,075	16.52%
Services & Other	3,272,132	364,120	2,908,012	88.87%
Capital Outlay	75,500	5,183	70,317	93.14%
Other Outgo	0	3,979	(3,979)	N/A
Share of LCER	0	0	0	N/A
Total Expense	23,005,458	5,729,278	17,276,180	75.10%
Add (Subtract) to Reserves	597,856	171,551	426,306	
Total Revenue				
	23,603,314	5,900,829	17,702,486	25.00%
Total Expense				
	23,005,458	5,729,278	17,276,180	24.90%
Add (Subtract) to Reserves	597,856	171,551	426,306	

AAE - Budget Comparison 2017/18 to 2018/19

2019-2020				
Total Budget \$ - Revised	Current Period Actual		Remaining Budget	Percent Remaining
	thru September	thru September		
Revenue				
Revenue	14,591,131	3,647,783	10,943,348	75.00%
Expense				
Certificated Salaries	5,916,706	1,406,679	4,510,027	76.23%
Classified Salaries	1,287,916	282,731	1,005,185	78.05%
Benefits	2,550,273	595,955	1,954,318	76.63%
Books and Supplies	752,885	231,155	521,730	69.30%
Services & Other	892,887	183,941	708,946	79.40%
Capital Outlay	177,500	8,374	169,126	95.28%
Other Outgo	947,000	212,734	734,266	77.54%
Share of LCER	1,741,438	137,953	1,603,485	92.08%
Total Expense	14,266,605	3,059,522	11,207,083	78.55%
Add (Subtract) to Reserves	324,527	588,261	(263,734)	
Total Revenue				
	14,591,131	3,647,783	10,943,348	25.00%
Total Expense				
	14,266,605	3,059,522	11,207,083	21.45%
Add (Subtract) to Reserves	324,527	588,261	(263,734)	

Note - Revenue Reported is % of Budgeted Revenue Earned

2020-2021				
Total Budget \$ - Original	Current Period Actual		Remaining Budget	Percent Remaining
	thru September	thru September		
Revenue				
Revenue	14,006,455	3,501,614	10,504,841	75.00%
Expense				
Certificated Salaries	5,917,554	1,394,367	4,523,187	76.44%
Classified Salaries	1,289,433	230,263	1,059,170	82.14%
Benefits	2,579,116	589,772	1,989,344	77.13%
Books and Supplies	721,348	529,546	191,802	26.59%
Services & Other	1,554,402	130,808	1,423,594	91.58%
Capital Outlay	55,000	5,183	49,817	90.58%
Other Outgo	0	0	0	N/A
Share of LCER	1,741,438	560,081	1,181,357	67.84%
Total Expense	13,858,291	3,440,020	10,418,271	75.18%
Add (Subtract) to Reserves	148,165	61,594	86,571	
Total Revenue				
	14,006,455	3,501,614	10,504,841	25.00%
Total Expense				
	13,858,291	3,440,020	10,418,271	24.82%
Add (Subtract) to Reserves	148,165	61,594	86,571	

NSLA - Budget Comparison 2017/18 to 2018/19

2019-2020				
Total Budget \$ - Revised	Current Period Actual		Remaining Budget	Percent Remaining
	thru September	thru September		
Revenue				
Revenue	9,497,369	2,374,342	7,123,027	75.00%
Expense				
Certificated Salaries	3,516,967	822,391	2,694,576	76.62%
Classified Salaries	924,674	196,032	728,642	78.80%
Benefits	1,520,878	341,825	1,179,053	77.52%
Books and Supplies	617,939	249,110	368,829	59.69%
Services & Other	983,686	122,050	861,636	87.59%
Capital Outlay	20,000	63,763	(43,763)	-218.82%
Other Outgo	0	2,000	0	N/A
Share of LCER	1,158,191	378,431	779,760	67.33%
Total Expense	8,742,335	2,175,602	6,568,733	75.14%
Add (Subtract) to Reserves	755,035	198,741	556,294	
Total Revenue				
	9,497,369	2,374,342	7,123,027	25.00%
Total Expense				
	8,742,335	2,175,602	6,568,733	24.89%
Add (Subtract) to Reserves	755,035	198,741	556,294	

Note - Revenue Reported is % of Budgeted Revenue Earned

2020-2021				
Total Budget \$ - Original	Current Period Actual		Remaining Budget	Percent Remaining
	thru September	thru September		
Revenue				
Revenue	9,497,369	2,374,342	7,123,027	75.00%
Expense				
Certificated Salaries	3,544,717	842,818	2,701,899	76.22%
Classified Salaries	885,282	132,061	753,221	85.08%
Benefits	1,502,123	332,841	1,169,282	77.84%
Books and Supplies	658,822	448,181	210,641	31.97%
Services & Other	1,376,098	156,881	1,219,217	88.60%
Capital Outlay	13,000	0	13,000	100.00%
Other Outgo	0	3,979	(3,979)	N/A
Share of LCER	1,158,191	372,497	785,693	67.84%
Total Expense	9,138,233	2,289,258	6,848,974	74.95%
Add (Subtract) to Reserves	359,137	85,084	274,052	
Total Revenue				
	9,497,369	2,374,342	7,123,027	25.00%
Total Expense				
	9,138,233	2,289,258	6,848,974	25.05%
Add (Subtract) to Reserves	359,137	85,084	274,052	

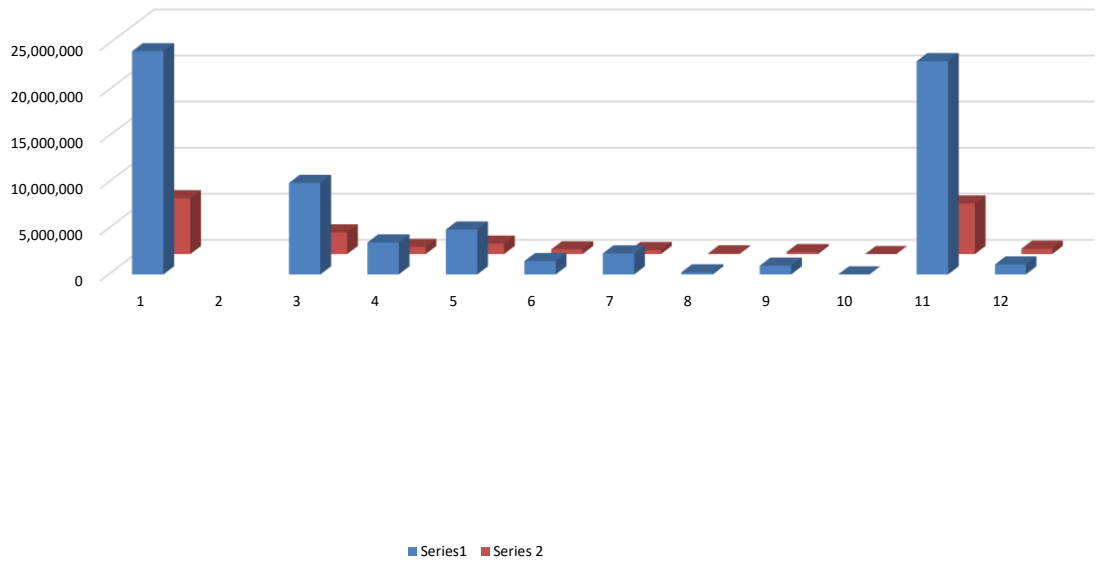
LCER - Budget Comparison 2017/18 to 2018/19

2019-2020				
Total Budget \$ - Revised	Current Period Actual		Remaining Budget	Percent Remaining
	thru September	thru September		
Revenue				
Revenue	131,000	32,750	98,250	75.00%
Expense				
Certificated Salaries	484,803	115,386	369,417	76.20%
Classified Salaries	1,250,645	300,219	950,426	75.99%
Benefits	789,562	185,236	604,326	76.54%
Books and Supplies	74,428	26,592	47,836	64.27%
Services & Other	401,190	129,386	271,804	67.75%
Capital Outlay	30,000	42	29,958	99.86%
Other Outgo	0	0	0	N/A
Share of LCER	(2,899,628)	(756,861)	(2,142,767)	
Total Expense	131,000	0	131,000	100.00%
Add (Subtract) to Reserves	0	32,750	(32,750)	
Total Revenue				
	131,000	32,750	98,250	25.00%
Total Expense				
	131,000	0	131,000	0.00%
Add (Subtract) to Reserves	0	32,750	(32,750)	

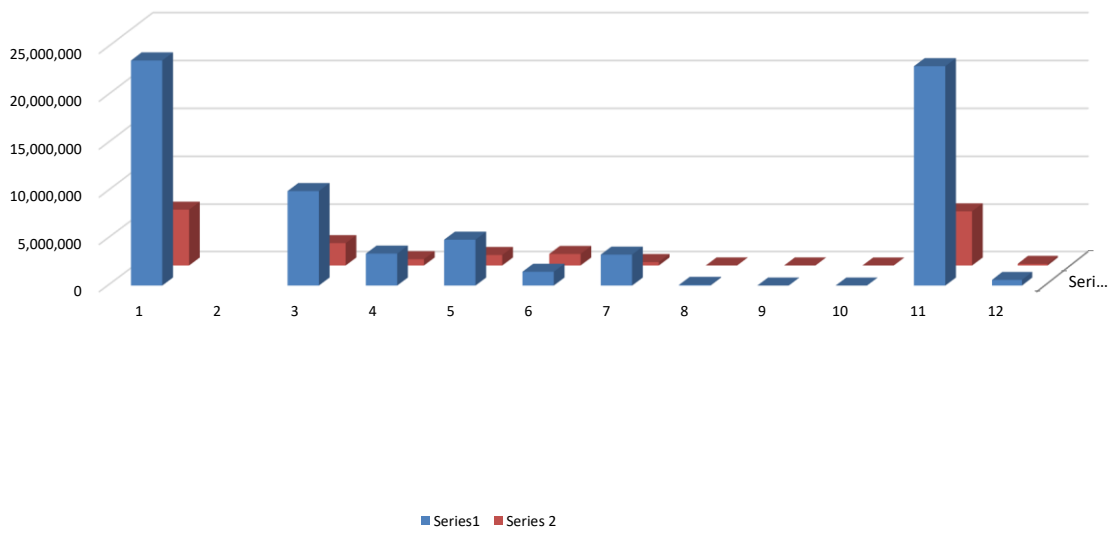
Note - Revenue Reported is % of Budgeted Revenue Earned

2020-2021				
Total Budget \$ - Original	Current Period Actual		Remaining Budget	Percent Remaining
	thru September	thru September		
Revenue				
Revenue	99,490	64,309	35,181	35.36%
Expense				
Certificated Salaries	509,649	123,288	386,361	75.81%
Classified Salaries	1,201,388	303,809	897,579	74.71%
Benefits	768,869	188,157	580,712	75.53%
Books and Supplies	79,525	240,893	(161,368)	-202.91%
Services & Other	341,632	76,431	265,201	77.63%
Capital Outlay	7,500	0	7,500	100.00%
Other Outgo	0	0	0	N/A
Share of LCER	(2,899,628)	(932,578)	(1,967,050)	67.84%
Total Expense	8,935	0	8,935	100.00%
Add (Subtract) to Reserves	90,555	64,309	26,246	
Total Revenue				
	99,490	64,309	35,181	64.64%
Total Expense				
	8,935	0	8,935	0.00%
Add (Subtract) to Reserves	90,555	64,309	26,246	

2019-20



2020-21



**LEWIS CENTER FOUNDATION
COMBINED BALANCE SHEET AND INCOME STATEMENT
September 1 - September 30, 2020**

CHECKING (LEWIS CENTER FOUNDATION)

Beginning Balance		\$12,625.61
Revenue		
Reimbursement for Visa charge made in error	\$12.35	
Online donations to NSLA Capital Campaign	\$100.00	
<i>Total</i>	\$112.35	
Expenditures		
Visa - charge made in error	\$ 12.34	
<i>Total</i>	\$ 12.34	
Ending Balance	<i>Total</i>	\$12,725.62

SAVINGS (LEWIS CENTER FOUNDATION)

Beginning Balance		
Restricted Funds - AAE Capital Campaign		\$97,651.18
Restricted Funds- NSLA Capital Campaign		\$34,385.35
Restricted Funds - Davis Endowment		\$12,032.17
Restricted Funds - Global Exchange Programs		\$12,952.05
Restricted Funds - HiDAS Endowment		\$63,833.95
Restricted Funds - Scholarships		\$26,525.30
Unrestricted Funds		\$77,071.66
		\$324,451.65
Revenue		
AAE Staff Scholarship	\$30.00	
Donation to NSLA Capital Campaign for Construction Project	\$10,000.00	
Interest	\$13.32	
<i>Total</i>	\$10,043.32	
Expenditures		
<i>Total</i>	\$0.00	
Ending Balance		
Restricted Funds - AAE Capital Campaign		\$97,655.18
Restricted Funds - NSLA Capital Campaign		\$44,386.81
Restricted Funds - Davis Endowment		\$12,032.70
Restricted Funds - Global Exchange Programs		\$12,952.58
Restricted Funds - HiDAS Endowment		\$63,836.49
Restricted Funds - Scholarships		\$26,556.36
Unrestricted Funds		\$77,074.85
	<i>Total</i>	\$334,494.97
<i>Total Checking and Savings</i>		\$347,220.59

Grant	Amount	Due Date	Result
NOAA	\$5,000,000	04/02/2020	NO
Astronomy & Astrophysics Research	\$48,500,000	Ongoing	NA
Captain Planet Foundation	\$2,500	Ongoing	ANC
Henry T. Nicholas III Foundation	NA	Ongoing	IP
NASA ROSES	\$80,000		IP
San Manuel Foundation	\$5,000	10/01/2020	NO
Equity Training	\$20,000	*Ongoing* 9/30/2020	IP

**AAE 2020-21 School Year Enrollment Numbers
October 2020**

Grade	Enrollment	Seat Limit	Available	Waiting List
Pre K	24	25	1	610
K	100	100	0	110
1st	100	100	0	227
2nd	100	100	0	171
3rd	110	112	2	189
4th	112	112	0	243
5th	112	112	0	133
6th	125	125	0	181
7th	123	125	2	124
8th	125	125	0	128
9th	120	120	0	62
10th	116	120	4	9
11th	105	120	15	4
12th	95	120	25	4
Total	1,467	1,516	49	2,195

**NSLA 2020-2021 School Year Enrollment Numbers
October 2020**

Grade	Enrolled	MAX Enrollment	Available Spots	Waitlisted
TK	22	25	3	1
Kinder	116	125	9	1
1	113	125	12	1
2	90	100	10	1
3	106	112	6	2
4	97	84	-13	10
5	90	84	-6	8
6	83	90	7	10
7	60	60	0	10
8	50	60	10	0
Grand Total	827	865	57	44

**LCER Board Meetings
Attendance Log 2019**

	February Regular	March Regular	April Regular	May Regular	June Regular	August Regular	Sept. Regular	Oct Regular	Nov Regular	Dec Regular	TOTAL REGULAR
Kevin Porter	Leave	Leave	Present	Present	Present	Present	Present	Present			100%
Sharon Page	Present	Present	Present	Present	Present	Present	Present	Present			100%
David Rib	Present	Present	Present	Present	Present	Present	Absent	Present			86%
Rick Wolf	Present	Present	Present	Present	Present	Present	Absent	Present			88%
Torii Gray	Present	Present	Present	Absent	Present	Present	Present	Present			88%
Omari Onyango	Present	Present	Present	Absent	Present	Present	Present	Present			88%
Pat Caldwell	Present	Absent	Present	Present	Present	Present	Present	Absent			75%
Jessica Rodriguez	Absent	Present	Present	Present	Present	Absent	Absent	Absent			50%
Jim Morris	Absent	Absent	Present	Absent	Present	Present	Present	Absent			50%

	Jan. 29 Special	Apr. 29 Special	May 26 Special	July 15 Special	Sept 21 Special		TOTAL SPECIAL
Torii Gray	Present	Present	Present	Present	Present		100%
Sharon Page	Present	Present	Present	Present	Present		100%
David Rib	Present	Present	Present	Present	Present		100%
Jessica Rodriguez	Present	Present	Present	Present	Present		100%
Omari Onyango	Present	Present	Present	Present	Absent		80%
Pat Caldwell	Present	Absent	Present	Present	Present		80%
Kevin Porter	Leave	Present	Absent	Present	Present		75%
Rick Wolf	Absent	Absent	Present	Present	Present		60%
Jim Morris	Absent	Absent	Absent	Present	Absent		20%

LCER Board Give and Get
Current Fiscal Year 2020/2021

Member	Give	Get	In-kind	Total
Pat Caldwell				\$ -
Torii Gray				\$ -
James Morris				\$ -
Omari Onyango				\$ -
Sharon Page				\$ -
Kevin Porter				\$ -
Jessica Rodriguez				\$ -
David Rib		\$ 10,000		\$ 10,000
Rick Wolf				\$ -
Total	\$ -	\$ 10,000	\$ -	\$ 10,000