

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education

Special Education Division

SELPA East San Gabriel Valley SELPA

Fiscal Year 2026-27

B. Governance and Administration

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

Participating Local Educational Agencies

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

Special Education Local Plan Area—Local Plan Requirements

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

The East San Gabriel Valley Special Education Local Plan Area (ESGV SELPA or SELPA) is a multi-district SELPA comprised of the following Local Educational Agencies (LEAs): Azusa USD, Baldwin Park USD, Bassett USD, Bonita USD, California Virtual Academy @ Los Angeles Charter School, Charter Oak USD, Claremont USD, Covina-Valley USD, Glendora USD, iQ Academy Charter School, Opportunities for Learning - Baldwin Park Charter School, Options for Youth - Duarte Charter School, Options for Youth - San Bernardino Charter School, San Jose Charter Academy, Walnut Valley USD, and West Covina USD who joined together to provide for the coordinated delivery of programs and services to students with special needs who reside in the area. ESGV SELPA is located in the eastern section of Los Angeles County, covers 110 square miles, and borders San Bernardino and Orange County.

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

In adopting the local plan, each participating LEA agrees to carry out the duties and responsibilities assigned to it within the plan and to ensure equal access to programs and services to eligible persons requiring special education in the service region. In addition, each LEA shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the local education agency of residence programs. Such cooperation ensures that a range of program options is available throughout the SELPA.

The governance structure of the SELPA is established by agreement among the Superintendents of the member LEAs. The governing body of the ESGV SELPA is the Superintendents' Council. The SELPA Director may convene additional advisory committees as needed. The SELPA Director is responsible for coordination of the SELPA and implementation of the local plan.

The Superintendents' Council is composed of the Superintendents, or Superintendent equivalent, from each of the 16 LEAs within the SELPA. Superintendents may participate via telephone or video conferencing, pursuant to the provisions of the Ralph M. Brown Act, if unable to attend a meeting. A quorum shall consist of one more than half of the voting members in attendance.

A chairperson shall be selected by the Superintendents' Council every two years on a rotational basis. The SELPA Director serves as Secretary to the Superintendents' Council. The SELPA Director will consult with the chair in preparation of the agenda for each meeting; the SELPA Director shall provide all support materials. The chair, or the chair's designee in the chair's absence, shall conduct the meeting.

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Members of the Superintendents' Council are responsible to the governing boards of their respective LEAs.

The Superintendents' Council meets a minimum of five times per school year. All meetings of the Council shall be noticed and conducted in compliance with the Brown Act and other applicable laws. The notice and minutes of all regular meetings shall be sent to all superintendents of LEAs within the SELPA, and to other persons as requested.

It is the responsibility of the Superintendents' Council to take action to approve or deny amendments to the local plan, approve changes in the SELPA allocation plan, and any other item determined necessary by the Superintendents' Council. The Superintendents' Council evaluates the SELPA Director on an annual basis.

The Superintendents' Council takes action by voting during a duly agendized meeting. Votes of each member shall be weighted based on the average daily attendance (ADA) of each member's LEA for the second reporting period (P2) of the preceding school year. The SELPA Director shall annually provide the Superintendents' Council with the weighted voting formula at the beginning of each school year. Decisions will be made by a majority vote consisting of one more than half of the votes available, except in circumstances where state or federal law requires a unanimous vote.

Amendments to the Local Plan The SELPA Director shall be responsible for coordinating the development of any proposed amendments to the local plan. Amendments to the permanent portion of the local plan may be considered at any time. The Superintendents' Council may adopt changes to the local plan on an interim basis, not to exceed one school year. Amendments will be provided to the Community Advisory Committee for input and review and requires the approval of each LEA governing board. Following approval by all LEA governing boards, the SELPA will submit the local plan to the Los Angeles County Office of Education (LACOE) and the California Department of Education.

Joining the SELPA

Any LEA may request to join the SELPA by submitting a letter of request for membership to the SELPA no later than January 15 of any school year for membership in the following fiscal year. LEAs may be required to join a Joint Powers Agreement (JPA) for purposes of membership and funding per action of the Superintendents' Council.

The letter of request for membership must specify: Name of LEA, contact person with contact information; total enrollment (actual or projected); type of special education services currently offered; plan for delivery of special education services; and background information about the LEA.

The Superintendents' Council shall review the membership request letter and supporting documentation. As necessary and appropriate, the Superintendents' Council or its designee may request additional information, including a face-to-face meeting with representatives of the LEA. SELPA staff will conduct a special education review of the LEA, including, as appropriate, review of previous compliance reviews. Results of the review, including the willingness and ability of the LEA to resolve any non-compliance, shall be reported to the Superintendents' Council.

A final decision shall be made by the Superintendents' Council regarding membership and the projected start date.

The Superintendents' Council may approve or deny any request for membership based on a review of fiscal and programmatic issues. Priority for approval shall be for requests where the programmatic issues are compatible with the SELPA Local Plan and fiscal issues are revenue neutral.

New members of the SELPA shall provide:

1. Agreement and adoption of all sections of the Local Plan by the LEA governance body.
2. Agreement of approved actions of the SELPA Superintendents' Council as contained in approved Superintendents' Council minutes.
3. Agreement that the new member LEA/charter maintains responsibility for all aspects of providing special education and related services, including the contracting and cost of any nonpublic school or agency, attorney representation as part of mediation, due process/or compliance processing and other costs associated with the provision of special education and related services.
4. Agreement to participate in the SELPA-approved special education data system by providing hardware and staff consistent with required specifications.
5. As appropriate and voluntary on the part of a LEA or charter, agreement to representation via a SELPA approved Joint

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Powers Agreement (JPA).

The SELPA may approve membership of a group of LEAs and/or charter schools that elect to form a Joint Powers Agreement (JPA). Approval shall be based on the same criteria applicable to non-JPA SELPA members. The SELPA may develop a JPA for purposes of addressing small LEA/charter needs as a voluntary option for membership. Such development shall be approved by the Superintendents' Council. The SELPA may elect to allow an existing JPA to join the SELPA, with up to a total of three total JPAs participating at one time. It is understood that the JPA shall meet all the same requirements as other LEAs and/or charter schools selected to form a JPA. It is understood that the JPA shall have voting privileges based on the total ADA of all JPA members and is entitled to the same representation as any individual LEA or charter school. The SELPA Director shall be an ex-officio member (non-voting) of this SELPA developed JPA and have access to other member JPAs to address issues consistent with the Local Plan.

Approval for membership into the SELPA shall be by any majority vote of the voting members of the Superintendents' Council. Such membership requires the applicant to agree to the provisions of the current SELPA Local Plan, including policies, agreements, and the fiscal allocation plan approved by the SELPA governance structure. Such adoptions of the current Local Plan shall not require reauthorization of the Local Plan by all members. Such membership shall be indicated via the addition of the new member's name on the Local Plan and any agreement without new approvals by other members. In addition, the member must adopt local policies and administrative regulations or procedures sufficient to support the Local Plan and in compliance with state or federal review. Failure to comply with the criteria listed above will result in the withholding of any funding allocations or portions of allocation until compliance of those items is completed.

Program Transfer

A member LEA initiating a transfer of educational programs and services already in operation within the SELPA shall follow appropriate Education Code provisions and adopted SELPA guidelines. In the event an LEA desires to initiate program or services transfers, a transfer planning committee may be designated by the Superintendents' Council, by direction to the SELPA Director, to address, at a minimum, all of the following: pupil needs, the availability of the full continuum of services to affected pupils, the functional continuation of the current IEPs of all affected pupils, the provision of service in the least restrictive environment from which affected pupils can benefit, the maintenance of appropriate support services, the assurance of compliance with federal and state laws and regulations and SELPA policies, and the means through which parents and staff were represented in the planning process.

The transfer of programs will take effect no earlier than the first day of the second fiscal year beginning after the date on which the sending or receiving agency has informed the other agency and the Superintendents' Council, unless the Superintendents' Council unanimously approves the transfer take effect on the first day of the first year following the date of receipt of notification.

The approved SELPA guidelines for program transfer will be followed by SELPA staff as well as all affected agencies. Alternate dispute resolution pursuant to Education Code 56205(d) will be utilized if either sending or receiving agency disagrees with the proposed transfer. All costs associated with due process actions will be paid by the agency initiating the program or service transfer.

Withdrawal from SELPA

A member LEA that desires to withdraw from the SELPA shall notify the California Department of Education, the SELPA, and the participating county office(s) of its intent to withdraw from the SELPA at least one year prior to the proposed effective date of the withdrawal. Any such plan to withdraw from the SELPA will be submitted to the Superintendents' Council for approval. Any LEA initiating a proposal to withdraw from the SELPA shall bear the total cost of consultants retained by the LEA or SELPA to provide a thorough analysis of legal, programmatic fiscal implications caused by such proposed action. In addition, any due process costs associated with a withdrawal from SELPA shall be borne entirely by the LEA initiating the change.

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

The Superintendents' Council is the policy making body and is responsible to the governing boards of their respective LEAs.

Superintendents' Council responsibilities shall include, but not be limited to:

1. Approve amendments to the local plan.
2. Review, approve, and monitor all budgets assigned to the SELPA.
3. Approve revisions to the allocation plan for the distribution of federal, state, and local funds allocated for special education programs.
4. Take action to approve or deny annual service and budget plans and revisions to those plans.
5. Establish and promote a Community Advisory Committee (CAC).
6. Review and consider comments from the CAC.
7. Take action to approve or deny requests for program transfers.
8. Take action to approve or deny SELPA-wide policies, administrative regulations, procedures, resolutions, local interagency agreements and guidelines for the management and implementation of special education programs and services within the SELPA.
9. Select, supervise, discipline, and evaluate the SELPA Director.
10. Provide direction to the SELPA Director for regionalized and program specialist services.

Policies, Procedures, and Local Agreements

SELPA policies, procedures, and local agreements necessary to support the implementation of the local plan, and as required by legal mandates, have been developed and are available upon request. These documents can be requested through the SELPA office.

Annual Budget Plan

The SELPA shall adopt an annual budget plan at a public hearing scheduled at a Superintendents' Council meeting in compliance with all legal mandates. A public hearing will be held for which written notice has been provided to members of the staff, parents, and general public by posting said notice at each school located within the local plan area at least 15 days prior to the hearing. The annual budget plan shall identify expected income and expenditures as required by state and federal laws, including describing the distribution of funds for the purpose of providing for ESGV SELPA administrative costs, special education services to students with severe and non-severe disabilities and low incidence disabilities, supplemental aids and services for students with disabilities in general education classrooms and environments, regionalized operations and services including direct instructional support by program specialists, the use of local property taxes to support ESGV SELPA and LEA programs, and the provision of services to all students with disabilities residing within the local plan area between the ages of birth and 21 years, inclusive.

All property taxes for special education purposes may be allocated to the Los Angeles County Office of Education, and used to support the services for the severely disabled. If a time should occur where the revenues exceed the expenditures, or the Los

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Angeles County Office of Education is no longer used as a service provider for the severely disabled, the revenue will be allocated to the member LEAs for special education services to serve students with disabilities. The annual budget plan may be revised at any time during the fiscal year in a manner consistent with the SELPA policy-making process, the SELPA Service Plan, and then-applicable state and federal statutes and regulations.

Annual Service Plan

The SELPA shall adopt an annual service plan at a public hearing scheduled at a Superintendents' Council meeting in compliance with all legal mandates. Notice of this hearing shall be posted in each district in the special education local plan area at least 15 days prior to the hearing. The annual service plan may be revised during any fiscal year according to the SELPA policy-making process and consistent with law. The annual service plan shall include a description of services to be provided by each LEA and the county office, including the nature of the services and the physical location at which the services will be provided, including alternative schools, charter schools, opportunity schools and classes, community day schools operated by districts, community schools operated by county offices, and juvenile court schools, regardless of whether the district or county office is participating in the local plan. This description shall demonstrate that all individuals with exceptional needs shall have access to services and instruction appropriate to meet their needs as specified in their individualized education programs.

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

The ESGV SELPA shall submit the Local Plan to the superintendent of the Los Angeles County Office of Education for approval. The Los Angeles County Office of Education may provide services to students with disabilities and support LEAs, as requested. The SELPA will facilitate any contractual agreements necessary for member LEAs to access special education services available through the COE. Additionally, the SELPA Director will collaborate with the COE to disseminate pertinent information and share professional learning opportunities and supports available to member LEAs.

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

Yes No

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

The East San Gabriel Valley SELPA does have a charter school policy. The "No" box was checked so we could elaborate the policy in the SELPA Local Plan.

"A request by a charter school to participate as an LEA in the SELPA will not be treated differently from a similar request made by a school district. In reviewing and approving such a request, the following requirements shall apply:

1. The SELPA shall comply with Education Code section 56140.
2. The charter school shall participate in state and federal funding for special education and receive funding in the same manner as other LEAs of the SELPA as specified in the SELPA income distribution model.
3. The charter school shall participate in the governance of the SELPA in the same manner as other LEAs of the SELPA.

Provision of Special Education Services to Students Voluntarily Enrolled in Charter Schools

This policy applies to all charter schools chartered by educational entities located within the member districts of the East San Gabriel Valley SELPA or who are chartered by an educational entity outside the SELPA boundaries, but have been approved for membership within the ESGV SELPA for special education purposes. This policy also applies to any charter school petition granted by the State Board of Education (SBE) in which oversight responsibilities have been assigned to a district within the SELPA [EC 47605.5 (k) (1)]. Students enrolled in charter schools are entitled to special education services provided by State and Federal funding. The charter schools will comply with all requirements of state and federal law regarding provision of special education services [EC 56000 et seq., Individuals with Disabilities Education Act (20 U.S.C. Chapter 33)]. Children with disabilities and their parents shall retain all rights under IDEA.

Policy Statement

Special Education and related services shall be provided to all eligible individuals within the jurisdiction of the East San Gabriel Valley SELPA in accordance with this Local Plan. Students enrolled in charter schools chartered by member districts shall receive services in a manner similar to other students. No governing board shall grant a charter unless the charter includes assurances that special education instruction and/or services shall be provided to all eligible disabled students, enrolled in charter school, in accordance with the SELPA Local Plan.

Funding for special education services, participation in the governance structure, and responsibility for provision of services, shall be based on the categorization of the individual charter school. Education Code 47613.5 allows a charter school to be deemed a Local Education Agency (LEA) for purposes of special education and to receive direct funding; or continue to be categorized as a public school within a district. All approved charter schools will be deemed public schools within a district unless the charter school meets the same criteria as any other LEA wishing to join the SELPA and as a result, the SELPA Superintendents' Council has deemed the charter school a LEA for purposes of special education funding. If the approval of a charter requires a change to the SELPA allocation plan, such change will be adopted pursuant to the policy making process of the SELPA. Approval of a new charter or LEA by the Superintendents' Council without any other changes to this Local Plan shall not require Local Board action.

1. SELPA Involvement with Approval and Renewal of Charters - Prior to approval of a new charter, or renewal of an existing charter, the superintendent or designee of the chartering entity shall consult with the SELPA Director regarding the provision of special education services to students enrolled by the charter school. The petitioner must provide adequate assurances that all eligible students enrolled in the charter school will receive/ have received appropriate special education services in accordance with the East San Gabriel Valley SELPA Local Plan. The charter must provide assurances that no student will be/has been denied enrollment in the charter school due to a disability or the charter school's inability to serve the student. The SELPA will be available to provide consultation on the potential fiscal impact and benefits that may be associated with granting the requested charter. An approved charter must delineate the entity responsible for providing special education instruction and services as required of all LEAs, any anticipated transfer of special education funds between the granting entity and the charter school and any provisions for sharing deficits in funding. These provisions may be included in a Memorandum of

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Understanding in the event the charter has not developed local policies.

2. Categories of Charter Schools - For the purposes of provision of special education services, charter schools may be deemed either a local Education Agency (LEA) or a public school within the chartering district. A charter school shall be deemed a public school within the chartering district unless the charter school has complied with all provisions of section 2b (below), including ratification by the Superintendents' Council.

a. Public Schools within a District - Charter schools that are deemed public schools within a district will participate in state and federal funding in the same manner as other schools within the chartering district. The chartering district will be responsible for ensuring that all children with disabilities enrolled in the charter school receive special education and designated instructional services in a manner that is consistent with all applicable provisions of state and federal law. The district will determine the policies and procedures necessary to ensure that the protections of special education law extend to students in the charter school in the same manner as students in the regular program. The charter school, deemed a public school, shall be represented on the SELPA Superintendents' Council by the Superintendent of the district granting the charter.

The chartering district will receive all applicable special education funds, as outlined in the SELPA allocation plan. The chartering district will represent the needs of charter schools, like other schools within the district, in the SELPA governance structure. The chartering district will be responsible for ensuring that all eligible students are appropriately served. The district will be responsible for procuring and funding appropriate special education services, even though the student may live anywhere in the state. The district may contract for these services with public or private educational entities. When a student lives outside the boundaries of the chartering district, the district in which the child lives will have no responsibility to provide services or pay excess costs.

The district and the charter school may enter into agreements whereby the charter school is billed for excess costs associated with providing special education services to identified students, including the administration of special education programs. The charter school may also be held fiscally responsible for a fair share of any encroachment on District general funds that is created by the provision of special education services throughout the district.

b. Charter School as a LEA with the SELPA. - A charter school may apply to become a LEA for the provision of special education services. Application must be made to the SELPA by January 15 of the school year preceding the school year in which the charter school anticipates operating as a LEA within the SELPA. The Superintendents' Council will make the final determination whether the charter school has the capacity and intent to meet all requirements of a LEA. The application process for a Charter School will be the same as any other LEA wishing to be a member of the SELPA.

Once deemed a LEA for the purposes of special education, the charter school will be responsible for and entitled to the following:

a. A charter school designed as a LEA for special education shall have voting rights on the

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Superintendents' Council of the SELPA.

b. All charter schools are entitled to state and federal funding for special education in the same manner as other districts within the SELPA per the approved allocation plan.

c. All charter schools are responsible for all costs incurred in the provision of special education services. These costs may include, but are not limited to, instruction, transportation, nonpublic school/agency placements, inter/intra SELPA placements, due process proceedings, complaints, and attorney fees.

d. All charter schools must document that all State and Federal special education funds apportioned to the charter school are used for the sole purpose of providing special education instruction and/or services to identified students with disabilities. Such funds shall be used to supplement and not supplant other sources of federal, state, and local funds apportioned to charter school."

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

The East San Gabriel Valley SELPA Community Advisory Committee (CAC) serves in an advisory capacity. CAC membership includes parents of individuals with exceptional needs enrolled in public or private schools, parents of other students enrolled in school, students with disabilities, adults with disabilities, general education teachers, special education teachers, other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs. At least a majority of the CAC, shall be composed of parents of students enrolled in schools of LEAs participating in the local plan and at least a majority of such parents shall be parents of individuals with exceptional needs.

CAC members shall be appointed by LEA governing boards. Selection of members of the Community Advisory Committee will be the responsibility of each administrator of special education acting for the Local Board, and with its approval. The Superintendents' Council will ensure that the make-up of the Committee meets the standards as stated in the California Education Code and that annually staggered two-year terms are established so that no more than half of the members serve the first year of a term in any one year. The SELPA Director or designee serves as an ex officio member of the CAC and acts as the liaison between the CAC and the Superintendents' Council.

1. Advise the policy and administrative entity on the development, amendment, and review of the local plan.
2. Recommend annual priorities to be addressed by the SELPA.
3. Assist in parent education and in recruiting parents, students, community members, and other volunteers who may contribute to the implementation of the plan.
4. Encourage community involvement in the development of the local plan.
5. Support activities on behalf of individuals with exceptional needs.
6. Assist in parent awareness of the importance of regular school attendance.
7. The Executive Committee of the CAC shall present updates to the Superintendents' Council at least one (1) time a year.

The CAC shall have regularly scheduled meetings not less than five times per year, with CAC business meetings materials and information on how CAC representatives and members of the community can participate available on the SELPA website and physical postings. All meetings of the committee shall be held according to law and applicable sections of the Brown Act. The SELPA Director/designee will present the CAC's input to the Superintendents' Council for consideration.

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Announcements of CAC meetings and activities will be distributed to parents of children with special needs in the SELPA. In addition, information will be posted on the SELPA web page and in any other location required by law.

The CAC shall adopt bylaws, subject to approval by the Superintendents' Council, consistent with legal requirements and the advisory role of the CAC.

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

The Local Plan will be reviewed and updated cooperatively by a committee of representatives of special and regular teachers and administrators selected by the group they represent and with input from the Community Advisory Committee and from any applicable special education advisory groups. The SELPA Director will communicate the formation of any committees related to plan development with the member LEAs and the CAC to recruit representatives for consultation. Meetings of the committee will be facilitated by the SELPA, with the SELPA Director sharing information on how representatives may participate and the location of all meetings.

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

The Covina-Valley Unified School District is the AU for the SELPA. The AU is the SELPA's fiscal agent and is responsible for implementing the following functions:

1. Receipt and distribution of special education funds for the operation of special education programs and services, consistent with the SELPA allocation model and pursuant to state and federal law.
2. Administrative support, including establishing and maintaining an office for SELPA staff.
3. Serve as the employing agency for SELPA office staff to coordinate implementation of the local plan.

Each LEA will defend and indemnify the AU against, and will hold and save the AU, its officers, agents, and employees harmless from, any and all actions, claims, damages to persons or property, penalties, obligations, or liabilities that may be asserted or claimed by any person, firm, entity, corporation, political subdivisions, or any other organization arising out of the operation or maintenance or other activities of the LEA or its agents, employees, or independent contractors under this local plan.

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

Children with disabilities are served in their home districts whenever the needs identified on the individualized education program can be met within the home district. However, it is recognized that some students have unique educational needs that cannot be met in their

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home districts. Based upon unique educational needs, some students receive services from other districts within the SELPA, through the SELPA's Provider Program model and SELPA Agreement amongst the member LEAs. Additionally, some students may receive services from districts in neighboring SELPAs, non-public schools, or the Los Angeles County Office of Education, though agreements held or facilitated by the SELPA on behalf of the member LEAs. The SELPA also facilitates and maintains agreements with California Children's Services and the San Gabriel Pomona Regional Center, with copies of all agreements available at the SELPA office.

10. For multi-LEA local plans, specify:

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

The governing board of each LEA shall approve its participation in the ESGV SELPA Local Plan for Special Education.

The local governing board responsibilities include, but are not limited to:

1. Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the agency.
2. Approval of the local plan.
3. Adoption of policies and procedures for special education programs and services within their districts.
4. LEA compliance with all elements of the local plan.
5. Input on SELPA policies and procedures through the superintendent of the LEA.
6. Appointment of individuals to the CAC.

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

Superintendents, or Superintendent equivalent, of each LEA are responsible to their respective governing boards. Each superintendent shall:

1. Serve as a member of the Superintendents' Council, considering and approving policy across the SELPA.
2. Assist in the identification of special education program and service needs for the SELPA through participation on the Superintendents' Council.
3. Communicate SELPA information to their governing boards.

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

LEA special education administrators are responsible for the coordination of special education services

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and programs within their agencies and for ensuring the implementation of all sections of the local plan, including ensuring adherence to all approved SELPA policies and procedures.

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

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

The AU is responsible for the recruitment of the SELPA Director. The Superintendents' Council shall make the final selection of a candidate for the position of SELPA Director. The SELPA Director shall be an employee of the AU. The Superintendents' Council conducts the hiring, supervision, evaluation, and discipline of the SELPA Director. It is the SELPA Director's responsibility to represent the interests of the SELPA as a whole without promoting any particular local education agency's interest over any other agency. Other staff employed by member LEAs on behalf of the SELPA, shall be supervised, evaluated, and disciplined by the SELPA Director and/or designee.

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

The governing boards of the local education agencies participating in the SELPA have agreed that students with disabilities will be provided with appropriate special education services. The Superintendents' Council has been designated the authority to determine the distribution of all federal and state special education funds in order for local education agencies to carry out their responsibilities. The funding allocation plan is incorporated in this local plan by reference.

The SELPA shall be responsible for the distribution of the funds according to the Superintendents' Council approved Special Education Funding Allocation Plan. All federal and state special education funds shall be allocated to the SELPA for distribution to local educational agencies according to the approved Special Education Funding Allocation Plan. The Superintendents' Council shall make any changes to the allocation of federal and state special education funds. The SELPA Director is responsible for ensuring that the funds are distributed in accordance with the funding allocation plan.

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

The SELPA Director carries out the SELPA's obligation to ensure equal access to all programs and services in the SELPA and provides advice to members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, on the availability of established due process and legal service options and procedures. In cooperation with the California Department of Education, the SELPA Director provides information to ensure that all special education pupils receive appropriate due process and procedural safeguards as provided by law.

Specific duties of the SELPA Director include, but are not limited to:

1. Coordinate implementation of all components of the local plan.
2. Prepare and submit approved annual budget and service plans.
3. Oversee the recruitment, supervision, and evaluation of SELPA designated staff.
4. Gather input from LEA program and business staff to formulate policy and procedure recommendations for Superintendents' Council action related to the distribution of state and federal funds among the LEAs.
5. Meet with CAC and LEA program and business staff regarding special education program needs, policies, procedures,

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- agreements, and forms; and the development and implementation of personnel development programs.
6. Provide LEA program staff with a venue for sharing ideas regarding issues such as IEP development and implementation, curriculum scope and sequence, student performance targets, assessments, instructional best practices, and day-to-day operations.
 7. Develop and maintain interagency agreements with appropriate public agencies to ensure a full range of special education programs and services.
 8. Ensure appropriate use of federal, state, and local funds allocated for special education.
 9. Prepare program and fiscal reports required by the LEAs, SELPA, and California Department of Education.
 10. Provide technical assistance and consultation to LEAs in all areas of special education, including complaint and due process procedures.
 11. Adopt and implement a management information system.
 12. Inform the superintendents of the status of the special education programs.
 13. Serve as Secretary to the Superintendents' Council.
 14. Serve as the liaison between the CAC and the Superintendents' Council.

In the event the SELPA Director has knowledge of noncompliance and/or concerns regarding compliance trends, he/she shall inform the director of special education or responsible administrator and the LEA superintendent. Such reports may be part of ongoing discussions at Superintendents' Council meetings. After attempts to resolve issues of noncompliance, the SELPA Director may recommend corrective action plans, re-allocation of funds, and other remedies to the Superintendents' Council. Remedies may include the involvement of the California Department of Education.

A duly adopted board policy of each LEA member of the ESGV SELPA shall indicate that the LEA is responsible for educating children with disabilities in the least restrictive environment. Placement in special education programs or services occurs only when the nature or severity of the disability is such that the child's education, even with the use of modifications of the general education program or use of supplementary aids or programs, cannot be achieved satisfactorily in the general education setting.

LEA responsibilities include, but are not limited to:

1. Coordinating and conducting child find activities.
2. Making available a free appropriate public education to all children residing in the LEA between the ages of birth through 21 inclusive, including students with disabilities who have been suspended or expelled from school.
3. Developing and providing programs and services for all eligible students residing in the district and for students at private schools located in the district.
4. Identifying and serving students in medical, foster or licensed children's institution facilities.
5. Participating in state/district-wide assessments.
6. Operating all special education programs and services in accordance with state and federal laws and regulations.
7. Responding to compliance and due process complaints and implementing the decisions of compliance investigations or due process hearings.
8. Utilizing the same management information system, forms, procedures and guidelines as all other districts within the SELPA.
9. Collecting and completing state and federal report requirements; including California Longitudinal Pupil Achievement Data System (CALPADS) reports, self-reviews, and verification reviews.
10. Disseminating and supporting CAC events and activities.

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

The SELPA member LEAs acknowledge the obligation to maintain the level of general fund contribution toward the provision of special education services at a level equal to or greater than that of the prior year (aka "Maintenance of Effort" or "MOE"), in compliance with state and federal mandates. Funds received under Part B of the Individuals with Disabilities Education Act

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(IDEA) shall not be used, except in specified situations, to reduce the level of expenditures for the education of children with disabilities, on an aggregate or per capita basis, made by an LEA from state and local funds below the level of those expenditures for the preceding fiscal year made from the same sources.

The SELPA shall comply with Maintenance of Effort regulations requiring that federal funds be used only to pay the excess costs of providing special education and related services to children with disabilities and to supplement and not supplant state and local funds for special education. (Title 34 Code of Federal Regulations sections 300.203-300.205).

The AU, as the grantee of federal funds from the State Department of Education, shall distribute all or part of the federal funds received to participating LEAs within the SELPA through a sub-granting process and shall annually conduct and report to the State Department of Education the required MOE information. The LEAs within the SELPA shall annually compile and submit to the SELPA budget and expenditure information including SEMA and SEMB comparisons as adopted and defined by the California Department of Education. The two comparison tests are as follows:

- First Comparison - Grant Year Budget versus Prior Actual Expenditures
- Second Comparison - Prior Year Actuals versus Second Prior Year Actuals

For the purpose of Maintenance of Effort, the SELPA AU is the recipient of the federal funds from CDE and is, in turn, a grantor of all, or part, of those funds as sub-grants to participating LEAs.

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

Funds for low incidence equipment, materials, and supplies as well as for low incidence services are restricted to support of students in the following disability categories: hard-of-hearing, deafness, visual impairment, orthopedic impairment, and deaf-blindness. The funds are administered through the SELPA as specified in the *East San Gabriel Valley SELPA Low Incidence Guidelines* and include receipt of funds, expenditure of funds, maintenance of an inventory, development of procedures for transfer and/or surplus of equipment, and reporting to the state.

The SELPA oversees specialized services available to all member districts through the SELPA Provider Program model, available as options on the continuum of placement and as itinerant services, based on student need. The SELPA Director and Directors of Special Education in member LEAs regularly review programs and specialized services available in the SELPA Provider Program Model and make recommendations for approval and/or ratification to the Superintendents' Council, as appropriate. Additionally, the SELPA supports member LEAs in professional development and access to assistive technology and augmentative alternative communication to ensure that students' needs are supported in the least restrictive environment, regardless of disability.

Policies, Procedures, and Programs

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

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the document title; and the physical location where the policy can be found.

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

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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); EC 56205(a)(4)**

Policy/Procedure Number:

Document Title:

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); EC 56205(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

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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); EC 56205(a)(6)

Policy/Procedure Number:

Document Title:

Document Location: https://www.esgvselpa.org/about/about-esgv-selpa/local-plan"/>

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location: https://www.esgvselpa.org/about/about-esgv-selpa/local-plan"/>

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

Yes No

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

Policy/Procedure Number:

Document Title:

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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); EC 56205(a)(9)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location: https://www.esgvselpa.org/about/about-esgv-selpa/local-plan"/>

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location: https://www.esgvselpa.org/about/about-esgv-selpa/local-plan"/>

"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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds

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and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes No

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

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

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Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

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

Document Title:	SPP200 Administration of Regionalized Operations and Services
Document Location:	SELPA Office, 1400 Ranger Drive, Covina, CA 91722. Please refer to bullet point 1. ESGV SELPA website https://www.esgvselpa.org/about/about-esgv-selpa/local-plan
Description:	<p><i>Direct Instructional support provided by the program specialists:</i> SELPA program specialist(s) work under the direction of the SELPA Administrator to support the coordination and implementation of the local plan through their support to regionalized programs and member LEAs, as requested. LEA program specialists support the coordination of the SELPA and the implementation of the local plan through collaboration amongst member LEAs, including the support and operation of regionalized Provider Programs.</p> <p><i>Role of the RLA/AU:</i> The AU receives and maintains accountability for fiscal and accounting records in accordance with federal and state requirements and submitting reports to appropriate authorities, as well as distributes funds to member districts in accordance with the ESGV SELPA allocation plan, at the direction of the SELPA office.</p> <p><i>Role of the Administrator of the SELPA:</i> The SELPA Administrator will ensure that the local plan is implemented and will make recommendations to the Superintendents' Council when revisions to the local plan are needed. The SELPA Administrator will also facilitate the development and approval of SELPA policies and procedures necessary to implement the local plan.</p> <p>The SELPA Administrator is responsible in working with the member LEAs and other agencies to ensure a full continuum of placement and services options are available to students within the SELPA. The SELPA Administrator is responsible for ensuring the direction of the AU in the allocation of funds consistent with the approved allocation plan.</p> <p><i>Role of the Individual LEAs:</i> LEAs ensure a full continuum of services are available in order to provide a free and appropriate public education to all students with disabilities for whom they are responsible. LEAs will support the continuum of services that exist within the SELPA through their support of Provider Programs. The individual LEAs,</p>

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through their Superintendent's participation on the Superintendents' Council, will approve any policies and procedures needed to implement the local plan. LEAs are responsible for the recruitment, appointment, and active participation of LEA representatives on the Community Advisory Committee.

2. Coordinated system of identification and assessment:

Document Title: SPP200 Administration of Regionalized Operations and Services

Document Location: SELPA Office, 1400 Ranger Drive, Covina, CA 91722. Please refer to bullet point 2. ESGV SELPA webiste <https://www.esgvselpa.org/about/about-esgv-selpa/local-plan>

Description:

Direct Instructional support provided by the program specialists: SELPA program specialist(s) work under the direction of the SELPA Administrator to support a coordinated system of identification and assessment, including students enrolled in private schools. LEA program specialists work collaboratively with the SELPA and member districts to support the coordination of identification and assessment.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: The SELPA Administrator ensures each LEA conducts child find activities. The SELPA Administrator supports child find activities at a regional and county level, including facilitation of public notices. The SELPA will provide technical support to LEAs and guidance to parents, as needed. The SELPA will also participate in child find activities established by the LEAs and ensure appropriate interagency agreements are in place to support activities.

Role of the Individual LEAs: Each LEA is responsible for identifying and assessing all students for whom they are responsible for through a coordinated system of child find and related activities. Districts operating Provider Programs in the SELPA will support the coordination of identification and assessment collaboratively with the District of Residence for all students enrolled in the District. LEAs are responsible for ensuring that all assessments are conducted by qualified staff, using valid and reliable instruments and assessment practices, including assessment in the native language of the student.

3. Coordinated system of procedural safeguards:

Document Title: SPP200 Administration of Regionalized Operations and Services

Document Location: SELPA Office, 1400 Ranger Drive, Covina, CA 91722. Please refer to bullet point 3. ESGV SELPA webiste <https://www.esgvselpa.org/about/>

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about-esgv-selpa/local-plan

Description:

Direct Instructional support provided by the program specialists: Program specialists support a coordinated system of procedural safeguards/parent rights, including offering to review procedural safeguards and providing information to parents/guardians as needed. The SELPA program specialist(s) work under direction of the SELPA administrator and may provide alternative dispute resolution through contact with parents/guardians. The SELPA programs specialist(s) provide parents/guardians with a copy of their procedural safeguards and upon request will review all procedural safeguards with parents/guardians.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: The SELPA provides alternate dispute resolution support as requested by member districts and through contact initiated by parents. The SELPA Administrator assists parents, upon request, with filing complaints with the Office of Administrative Hearings and/or the California Department of Education when requested. The SELPA Administrator will provide parents/guardians with a copy of their procedural safeguards and upon request will review all procedural safeguards with parents/guardians. The SELPA ensures updated copies of procedural safeguards are available and offered to parents in all member districts and will maintain a copy on the SELPA website.

Role of the Individual LEAs: The LEAs provide procedural safeguards to parents/guardians consistent with the applicable education code and/or federal regulations, assist parents with understanding their procedural safeguards, and ensures that procedural safeguards are implemented consistently. The LEAs assist parents, upon request, with filing complaints with the Office of Administrative Hearings when requested.

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

Document Title: SPP200 Administration of Regionalized Operations and Services

Document Location: SELPA Office, 1400 Ranger Drive, Covina, CA 91722. Please refer to bullet point 4. ESGV SELPA webiste <https://www.esgvselpa.org/about/about-esgv-selpa/local-plan>

Direct Instructional support provided by the program specialists: SELPA program specialist(s) work under the direction of the SELPA Administrator to support staff development, as well as parent and guardian education. Program specialists, including LEA program specialists, may provide direct training and support the dissemination and implementation of evidenced-based practices.

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Description:

Role of the RLA/AU: Upon request of the SELPA, the Administrative Unit (AU) will procure contracts for professional development and other staff and parent trainings.

Role of the Administrator of the SELPA: On an annual basis, input is collected from the Special Education Directors from member LEAs to determine the staff development needs that the SELPA is requested to provide. On an annual basis, the Community Advisory Committee will provide input on the parent and guardian education needs. The SELPA will promote and provide needed training and supports as requested, or determined appropriate, for each LEA and/or targeted audience at the SELPA or LEA levels. The SELPA Administrator will regularly provide information from the state level regarding initiatives, resources, and supports available to the SELPA and member LEAs.

Role of the Individual LEAs: LEAs will determine their staff development and parent/guardian education, based on their local needs. They may seek technical assistance or input from the SELPA. Whenever possible, LEAs will extend appropriate staff development and parent/guardian training opportunities to member districts within the SELPA. LEAs operating regionalized Provider Programs will ensure program staff receive appropriate professional development.

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

Document Title: SPP200 Administration of Regionalized Operations and Services

Document Location: SELPA Office, 1400 Ranger Drive, Covina, CA 91722. Please refer to bullet point 5. ESGV SELPA webiste <https://www.esgvselpa.org/about/about-esgv-selpa/local-plan>

Description:

Direct Instructional support provided by the program specialists: SELPA program specialist(s) work under the direction of the SELPA Administrator to support a coordinated system of curriculum development and alignment with the core curriculum. Program specialists may provide direct training, attend state and regional professional development opportunities, and support the implementation of curriculum across the SELPA, as requested. Program specialists working within Provider Programs support the coordination of curriculum development and alignment with the core curriculum.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: The SELPA Administrator will provide

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technical assistance and staff development, as requested or determined appropriate, including the dissemination of evidence-based practices and curricular resources and strategies. The SELPA Administrator will make all efforts to pool resources and support all member LEAs in technical assistance and staff development.

Role of the Individual LEAs: LEAs will determine their needs for curriculum development and alignment with the core curriculum, based on their local needs. Districts operating provider programs are responsible for ensuring curriculum development and alignment with the core curriculum.

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

Document Title:

SPP200 Administration of Regionalized Operations and Services

Document Location:

SELPA Office, 1400 Ranger Drive, Covina, CA 91722. Please refer to bullet point 6. ESGV SELPA website <https://www.esgvselpa.org/about/about-esgv-selpa/local-plan>

Description:

Direct Instructional support provided by the program specialists: SELPA program specialist(s) work under the direction of the SELPA Administrator to support LEAs in activities related to performance, compliance, and accountability. LEA program specialists work collaboratively with the SELPA to address performance, compliance, and accountability issues.

Role of the RLA/AU: The AU will receive and maintain accountability for fiscal and accounting records in accordance with federal and state requirements and will submit reports to appropriate authorities, including support of the submission of SELPA fiscal accountability reports (e.g., Maintenance of Effort).

Role of the Administrator of the SELPA:
The SELPA Administrator is actively involved in compliance and performance of member LEAs within the SELPA. will:

1. Review Annual Performance Reports, California School Dashboard, Local Control Accountability Plans, and other data sources with LEA administrators.
2. Provide technical assistance and support/consultation to member LEAs with Annual Performance Reports, California School Dashboard, Local Control Accountability Plans, and other data sources.
3. Review Annual Budget Plan with Superintendents' Council, CAC and other interested parents, community or educational groups, including the

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convening of a Public Hearing are required by Education Code.

4. Review Annual Service Plan by Superintendents' Council, CAC and other interested parents, community, or educational groups, including the convening of a Public Hearing are required by Education Code.
5. Review of the funding Allocation Plan by the Superintendents to ensure appropriate distribution of funds.

Role of the Individual LEAs. Individual LEAs review and monitor Annual Performance Reports, the California School Dashboard, and other data sources to ensure students with disabilities receive a free and appropriate public education. Individual LEAs also engage in monitoring activities as required by the CDE, including the Compliance Improvement Monitoring plans with the support of the SELPA as requested. LEAs will review and address performance, compliance, and accountability issues in a timely manner.

7. Coordinated system of data collection and management:

Document Title: SPP200 Administration of Regionalized Operations and Services

Document Location: SELPA Office, 1400 Ranger Drive, Covina, CA 91722. Please refer to bullet point 7. ESGV SELPA website <https://www.esgvselpa.org/about/about-esgv-selpa/local-plan>

Description:

Direct Instructional support provided by the program specialists: SELPA program specialist(s) and operational staff work under the direction of the SELPA Administrator to support a coordinated system of data collection and management. LEA program specialists work collaboratively with the SELPA to ensure a coordinated system of data collection and management.

Role of the RLA/AU: Upon request of the SELPA, the Administrative Unit (AU) will secure contracts and support the SELPA's technology and software to ensure a coordinated system of data collection and management.

Role of the Administrator of the SELPA: The SELPA will approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission and any other required reports of each member LEA, as required by the California Department of Education. The SELPA will provide technical assistance and training to LEAs as requested and/or deemed necessary by the SELPA. The SELPA establishes and maintains the SELPA-approved special education data system for all LEA members to access and use for reporting purposes.

Role of the Individual LEAs: The LEAs are responsible for data entry, quality and integrity. The LEAs will approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission and any other required reports, as required by the California Department of Education. LEAs members are required to utilize the SELPA-

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approved special education data system.

8. Coordination of interagency agreements:

Document Title: SPP200 Administration of Regionalized Operations and Services

Document Location: SELPA Office, 1400 Ranger Drive, Covina, CA 91722. Please refer to bullet point 8. ESGV SELPA website <https://www.esgvselpa.org/about/about-esgv-selpa/local-plan>

Description:

Direct Instructional support provided by the program specialists: SELPA program specialist(s) work under the direction of the SELPA Administrator to support the coordination of interagency agreements. LEA program specialists, including those solely in Provider Programs, will work collaboratively with the SELPA to support the coordination of interagency agreements.

Role of the RLA/AU: The AU is responsible for executing interagency agreements at the direction of the SELPA. Such agreements may be required to be approved by the AU’s governing board in the interest of the member districts of the SELPA.

Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will serve on committees as interagency agreements are being reviewed, revised, or developed. The SELPA Administrator will ensure that interagency agreements are in place as required by California Education Code and provide technical assistance and dispute resolution as needed. Interagency agreements necessary to support the implementation of the local plan, and as required by legal mandates, have been developed with the following agencies:

1. California Children’s Services.
2. San Gabriel - Pomona Regional Center.
3. SELPA Agreement (formally referred to as the “Administrative Unit (AU) Agreement”) - All participating LEAs.

Other interagency agreements will be developed as needed. Copies of these documents can be requested through the SELPA office. All interagency agreements entered into by the SELPA shall be incorporated into this local plan as though fully set forth herein.

Role of the Individual LEAs: Through their Superintendent’s participation in the Superintendents’ Council and/or at the direction of the SELPA, LEAs will approve and implement interagency agreements as

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9. Coordination of services to medical facilities:

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

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Description: *Role of the Administrator of the SELPA:* The SELPA will facilitate the coordination of these services by the designated LEAs.

Role of the individual LEAs: Special education services for students with disabilities residing in foster family homes or licensed children's institutions shall be the responsibility of the district in which the foster family home or the licensed children's institution is located, unless based on education code there is another district of special education accountability which would be responsible.

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

Document Title: SPP200 Administration of Regionalized Operations and Services

Document Location: SELPA Office, 1400 Ranger Drive, Covina, CA 91722. Please refer to bullet point 11. ESGV SELPA webiste <https://www.esgvselpa.org/about/about-esgv-selpa/local-plan>

Description: *Direct Instructional support provided by the program specialists:* SELPA program specialist(s) work under the direction of the SELPA Administrator to support the transmission of required SELPA reports. LEA program specialists will work collaboratively with the SELPA to support the completion of required reports.

Role of the RLA/AU: The AU is responsible, in conjunction with and under the direction of the SELPA, for completion of required accountability and fiscal reports on behalf of the SELPA.

Role of the Administrator of the SELPA: The SELPA Administrator will ensure timely transmission of required reports and provide technical assistance to LEAs in completing those reports.

Role of the individual LEAs: Individual LEAs will submit required data and work collaboratively in order for the SELPA to submit timely reports.

12. Fiscal and logistical support of the CAC:

Document Title: SPP200 Administration of Regionalized Operations and Services

Document Location: SELPA Office, 1400 Ranger Drive, Covina, CA 91722. Please refer to bullet point 12. ESGV SELPA webiste <https://www.esgvselpa.org/about/about-esgv-selpa/local-plan>

Direct Instructional support provided by the program specialists: SELPA program specialist(s) work under the direction of the SELPA Administrator to provide support to the CAC. LEA program specialists will work collaboratively with the

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Description:

SELPA and CAC to support CAC activities, including but not limited to: parent training, disability awareness, special events, community outreaches, and presentations at CAC meetings. Program Specialists working within Provider Programs will assist with the dissemination of CAC information.

Role of the RLA/AU: The AU maintains accountability for fiscal and accounting records, including the CAC allotted budget, in accordance with federal and state requirements,

Role of the Administrator of the SELPA: The SELPA Administrator will provide fiscal and logistical support to CAC meetings, events, and trainings as appropriate. The SELPA will monitor the status of the CAC Budget and make annual recommendations to the Superintendents' Council as appropriate. The SELPA Administrator will support identified parent and pupil training topics through securing presenters in collaboration with the CAC. The SELPA Administrator will directly support CAC outreaches, expositions, and legislative advocacy activities.

Role of the individual LEAs: The LEAs, through their Superintendent's participation on the Superintendents' Council, will ensure the SELPA has sufficient resources to provide fiscal and logistical support for the CAC. LEA Directors shall facilitate communication and meetings when feasible between their CAC representatives and their LEA to support CAC events and trainings as requested and appropriate. LEAs are responsible for the recruitment, appointment, and active participation of LEA representatives on the Community Advisory Committee and will collaborate with current CAC representatives related to recruitment, as appropriate.

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

Document Title: SPP200 Administration of Regionalized Operations and Services

Document Location: SELPA Office, 1400 Ranger Drive, Covina, CA 91722. Please refer to bullet point 13. ESGV SELPA website <https://www.esgvselpa.org/about/about-esgv-selpa/local-plan>

Direct Instructional support provided by the program specialists: SELPA program specialist(s) work under the direction of the SELPA Administrator to support a coordinated system transportation services for students with disabilities. LEA program specialists work collaboratively with the SELPA and member LEAs to ensure a coordinated system of transportation services.

Role of the RLA/AU: At the direction of the SELPA Superintendents' Council, the AU will publish a Request for Bids (RFB), secure transportation contracts, and/or extend or amend existing contracts as directed.

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Description:

Role of the Administrator of the SELPA: The SELPA Administrator supervises the SELPA Transportation Department to ensure effective transportation services and fiscal oversight of the transportation contract. The SELPA office provides regular communication to the member LEAs for their share of the transportation contract and resolves service and safety issues in a timely manner.

Role of the individual LEAs: Each member LEA is responsible for providing transportation for their students with disabilities as determined by their IEP teams. LEAs choosing to access SELPA transportation services are responsible for providing transportation data (i.e. school schedules and information on student needs) and working collaboratively with the SELPA office to ensure safe and effective service for all students. Districts operating Provider Programs are responsible for the coordination of transportation services for all students from member LEAs in the program, unless otherwise directed by the District of Residence.

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

Document Title:

SPP200 Administration of Regionalized Operations and Services

Document Location:

SELPA Office, 1400 Ranger Drive, Covina, CA 91722. Please refer to bullet point 14. ESGV SELPA website <https://www.esgvselpa.org/about/about-esgv-selpa/local-plan>

Description:

Direct Instructional support provided by the program specialist: SELPA program specialist(s) work under the direction of the SELPA Administrator, support staff development, program development, and evidenced-based practices related to career and vocational/transition services. LEA program specialists work collaboratively to ensure coordination of career/vocational education and transition services.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: The SELPA Administrator will provide technical assistance and staff development as needed. The SELPA Administrator will ensure appropriate interagency agreements are in place and facilitate connection to agencies, as appropriate, including technical assistance with state and federal grants that support career and vocational education and transition services (e.g., vocational/work experience grants).

Role of the individual LEAs: Each LEA will provide appropriate career and vocational education and transition services as required under state and federal law, including providing required elements of state and federal grants as appropriate. LEAs will also coordinate with local agencies (e.g., Regional Center, Workforce Programs, and the Department of Rehabilitation).

15. Assurance of full educational opportunity:

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Document Title: SPP200 Administration of Regionalized Operations and Services

Document Location: SELPA Office, 1400 Ranger Drive, Covina, CA 91722. Please refer to bullet point 15. ESGV SELPA webiste <https://www.esgvselpa.org/about/about-esgv-selpa/local-plan>

Description:

Direct Instructional support provided by the program specialists: SELPA program specialist(s) work under the direction of the SELPA Administrator to support full educational opportunity, including a full continuum of placement and service options to support students in the Least Restrictive Environment. LEA program specialists support full educational opportunity through the support of the Provider Programs and ensuring a full continuum of placement and services options is available for all students residing within the SELPA boundaries.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: Through approval of the Annual Services Plan, the SELPA Administrator will ensure that the full continuum of services is provided, including the coordination of the SELPA's Provider Programs. The SELPA will assist with Inter-SELPA Transfers, as needed. Additionally, professional development and technical assistance is available upon request or as determined to be needed by the SELPA to LEAs and/or nonpublic schools.

Role of the individual LEAs: Each LEA, through the Superintendent's participation on the Superintendents' Council, will determine the regional programs needed to meet the needs of the students with disabilities within the SELPA. Additionally, each LEA is responsible for providing a full continuum of services. LEAs operating Provider Programs supporting the SELPA's full continuum of placement and service options.

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

Document Title: SPP200 Administration of Regionalized Operations and Services

Document Location: SELPA Office, 1400 Ranger Drive, Covina, CA 91722. Please refer to bullet point 16. ESGV SELPA webiste <https://www.esgvselpa.org/about/about-esgv-selpa/local-plan>

Direct Instructional support provided by the program specialist: N/A.

Role of the RLA/AU: The AU and SELPA will work collaboratively on the

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Description:

reporting and accounting of special education funding and distributes funds to districts based on the Superintendents' Council approved SELPA allocation model.

Role of the Administrator of the SELPA: The SELPA Administrator will facilitate the distribution of funds in accordance with the funding allocation plan approved by the Superintendents' Council. The SELPA Administrator will also facilitate the Annual Budget Plan.

Role of the individual LEAs: Each LEA, through the Superintendent's participation on the Superintendents' Council, determine and approve the allocation of funds to the member LEAs and the Annual Budget Plan. The LEAs will also submit required fiscal reports as required by state and federal laws.

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

Document Title: SPP200 Administration of Regionalized Operations and Services

Document Location: SELPA Office, 1400 Ranger Drive, Covina, CA 91722. Please refer to bullet point 17. ESGV SELPA webiste <https://www.esgvselpa.org/about/about-esgv-selpa/local-plan>

Description:

SELPA Administrator, direct instructional program support that may be provided by SELPA program specialist(s) shall include, but are not limited to:

- Conduct observations consult with and assist special and general education staff, administrators, and parents regarding appropriate placement and services for students.
- Participate in program development, including the development and support of regionalized programs.
- Coordinate curricular resources and take leadership in ensuring the use of appropriate instructional methods, strategies, interventions and resources.
- Facilitate the development, implementation, and dissemination of information related to staff development and parent education activities.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: The SELPA administrator supervises and evaluates designated SELPA program specialist(s) and provides training and guidance to the program specialist(s) as needed

Role of the individual LEAs: LEAs, including LEA program specialists, are responsible to provide direct instructional support to programs in order to ensure

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Special Education Local Plan Area Services

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

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

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Description:

Each LEA shall ensure that a pupil is referred for special educational instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. Such resources may include, but not be limited to, response to intervention models, student study/success teams, multi-tiered systems of support (MTSS), early literacy programs, remedial programs, and other general education interventions.

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

Document Title:

SPP300 Special Education Local Plan Area Services

Document Location:

SELPA Office, 1400 Ranger Drive, Covina, CA 91722. Please refer to bullet point 5. ESGV SELPA website <https://www.esgvselpa.org/about/about-esgv-selpa/local-plan>

Description:

Each LEA that contracts with a nonpublic, nonsectarian school shall evaluate the placement of its pupil(s) in such schools on at least an annual basis as part of the annual IEP review. The LEA representative shall also review the master contract, the individual services agreement, and the IEP to ensure that all services agreed upon and specified in the IEP are provided.

Each LEA shall ensure the evaluation, by qualified personnel, of the educational progress of each pupil placed in a nonpublic, nonsectarian school, including all state assessments required.

Each LEA shall, at least annually, consider whether or not the needs of the pupil continue to be best met at the nonpublic, nonsectarian school and whether changes to the individualized education program of the pupil are necessary, including whether the pupil may be transitioned to a public school setting.

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.

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(EC Section 56040)

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

Document Title: SPP300 Special Education Local Plan Area Services

Document Location: SELPA Office, 1400 Ranger Drive, Covina, CA 91722. Please refer to bullet point 6. ESGV SELPA website <https://www.esgvselpa.org/about/about-esgv-selpa/local-plan>

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)

The LEAs of the SELPA shall:

1. Seek out eligible adults residing within its boundaries.
2. Review and revise IEPs as necessary, including conducting annual reviews.
3. Determine whether the qualified individual wishes to receive FAPE and if so ensure FAPE is provided with consent.

The following special education requirements do not apply to eligible individuals who are convicted as adults under State law and incarcerated in adult prisons:

- Eligible individuals are exempt from
 - State and LEA-wide assessment programs.
 - Transition Planning and transition services.

IEP team may modify the individual's IEP or placement notwithstanding the least restrictive environment requirement if there is a security or compelling penological interest that cannot otherwise be accommodated.

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SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

Local Plan Section D: Annual Budget Plan

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

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

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

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TABLE 1

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

D-1. Special Education Revenue by Source

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

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	<input type="text" value="84,947,617"/>	74.95%
AB 602 Property Taxes	<input type="text" value="6,379,521"/>	5.63%
Federal IDEA Part B	<input type="text" value="21,734,373"/>	19.18%
Federal IDEA Part C	<input type="text" value="284,328"/>	0.25%
State Infant/Toddler	<input type="text"/>	0.00%
State Mental Health	<input type="text"/>	0.00%
Federal Mental Health	<input type="text"/>	0.00%
Other Projected Revenue	<input type="text"/>	0.00%
Total Projected Revenue:	113,345,839	100.00%

D-2. "Other Revenue" Source Identification

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

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

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

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TABLE 2

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

D-4. Total Projected Budget by Object Code

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

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	<input type="text" value="118,510,857"/>	35.60%
Object Code 2000—Classified Salaries	<input type="text" value="55,317,919"/>	16.62%
Object Code 3000—Employee Benefits	<input type="text" value="73,682,279"/>	22.13%
Object Code 4000—Supplies	<input type="text" value="4,511,159"/>	1.36%
Object Code 5000—Services and Operations	<input type="text" value="77,681,859"/>	23.33%
Object Code 6000—Capital Outlay	<input type="text" value="825,111"/>	0.25%
Object Code 7000—Other Outgo and Financing	<input type="text" value="2,383,849"/>	0.72%
Total Projected Expenditures:	332,913,033	100.00%

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

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

D-6. Code 7000—Other Outgo and Financing

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

These are indirect cost charged to programs using each LEAs CDE-approved indirect cost rates.

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TABLE 3

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

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

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

Revenue Source	Amount	Percentage of Total Funding
Projected State Special Education Revenue	91,327,138	27.43%
Projected Federal Revenue	22,018,701	6.61%
Local Contribution	219,567,194	65.95%
Total Revenue from all Sources:	332,913,033	100.00%

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

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

D-9. Special Education Local Plan Area Allocation Plan

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

A large portion of the AB 602 revenue is allocated based on ADA (80% of revenue) and Special Ed pupil count (20% of revenue). A portion of Out of Home Care is allocated based on actual expenses, to reimburse member LEAs for students residing in foster homes and Licensed Children's Institute. A portion of the Low Incidence revenue is used to reimburse member LEAs for purchases of equipment & materials. The remaining revenue is allocated based on Low Incidence pupil count. Regionalized operations and services are provided by the AU as well as other member LEAs. SELPA member LEAs use a portion of their Apportionment to fund the SELPA Regionalized Operations Budget, a portion of which is transferred to the member LEAs who have assumed responsibilities to provide regionalized services under the local plan.

IDEA federal grants are allocated based on prior year's Special Ed pupil counts consistent with each grant's method of allocation to the grantees. A portion of the Local Assistance Entitlement and Preschool Grant is set aside at the SELPA level to provide consultation services to private schools

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within the SELPA's geographic boundaries. The Part C Early Education funding is allocated to the two districts serving the infants within the SELPA.

b. YES NO

If the allocation plan specifies that funds will be apportioned to the RLA/AU/AE, or to the SELPA administrator (for single LEA SELPAs), the administrator of the SELPA, upon receipt, distributes the funds in accordance with the method adopted pursuant to *EC* Section 56195.7(i). This allocation plan was approved according to the SELPA's local policymaking process and is consistent with SELPA's summarized policy statement identified in Local Plan Section B: Governance and Administration item B-4. If the response is "NO," then either Section D should be edited, or Section B must be amended according to the SELPA's adopted policy making process, and resubmitted to the COE and CDE for approval.

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TABLE 4

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

D-10. Regionalized Operations Budget

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

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	208,500	11.09%
Object Code 2000—Classified Salaries	246,282	13.10%
Object Code 3000—Employee Benefits	186,273	9.91%
Object Code 4000—Supplies	53,750	2.86%
Object Code 5000—Services and Operations	313,494	16.68%
Object Code 6000—Capital Outlay		0.00%
Object Code 7000—Other Outgo and Financing	871,653	46.37%
Total Projected Operating Expenditures:	1,879,952	100.00%

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

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

Expenditures under object code 7000 are transfers to member LEAs for program related costs, including salary & benefits for SELPA program staff.

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TABLE 5

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

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

D-12. Defined Goals for Students with LI Disabilities

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

YES NO

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

When the SACS goal code was changed to consolidate the Severely Disabled with Nonseverely Disabled into one goal, LEAs were not required, although may use locally defined goals to separate costs related to low incidence disabilities from other severe disabilities. With the coding change, some LEAs no longer track costs between severe and nonsevere disabilities. In addition, LEAs do not code low incidence disabilities to a specific Goal. As such, for the purpose of the Annual Budget Plan, the Total Projected Expenditures for Students with LI Disabilities is limited to the anticipated revenue restricted for low incidence eligible pupils and is not reflective of all expenditures related to this disability group. This is true for the Total Projected Expenditures for SAS as well.

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

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

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

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

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

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

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

LOCAL PLAN
Attachments
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

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Attachment I

SELPA:

Fiscal Year:

Attachment I—Local Educational Agency Listing

Participating Local Educational Agency Identification

Enter the California Department of Education (CDE) issued county/district/school code (CDS) and the full name for each local educational agency (LEA) participating in the Local Plan. Only charter schools that have applied and been approved by their governing board as LEAs for special education purposes should be listed on Attachment I. The LEA names will automatically populate the remaining attachments. Pursuant to California *Education Code (EC)* sections 56205(a)(12)(D)(iii) and 56195.1(b) and (c). SELPAs with one or more LEAs, or those who join with the county office of education (COE) to submit a Local Plan to the CDE for consideration of approval must include copies of joint powers agreements or contractual agreements, as appropriate.

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

To Add or Delete Rows:

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

LEA Membership Changes:

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

SELPA County/District/School Codes

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

Attachment I

SELPA:

Fiscal Year:

Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	19	64279			Azusa Unified School District	Erin	Kremer	(626) 858-6184	ekremer@azusa.org	<input type="text" value="Previously Reported"/>
	2	19	64287			Baldwin Park Unified School District	Sarah	Ammon	(626) 856-4370	saammon263@bp.usd.net	<input type="text" value="Previously Reported"/>
	3	19	65295			Bassett Unified School District	Gretchen	Carrera	(626) 931-3089	gretchen.carrera@bassettusd.org	<input type="text" value="Previously Reported"/>
	4	19	64329			Bonita Unified School District	Jessicka	Mears	(909) 971-8330	mears@bonita.k12.ca.us	<input type="text" value="Previously Reported"/>
	5	19	64378			Charter Oak Unified School District	Ryan	Parry	(626) 966-8331	rparry@cousd.net	<input type="text" value="Previously Reported"/>
	6	19	64394			Claremont Unified School District	Sarah	Estrada	(909) 398-0609	sestrada@cusd.claremont.edu	<input type="text" value="Previously Reported"/>
	7	19	64436			Covina-Valley Unified School District	Danielle	Walker	(626) 974-7000	dwalker@c-vusd.org	<input type="text" value="Previously Reported"/>
	8	19	64576			Glendora Unified School District	Brian	Murray	(626) 963-1611	bmurray@glendora.k12.ca.us	<input type="text" value="Previously Reported"/>
	9	19	73460			Walnut Valley Unified School District	Emiko	Chapman	(909) 595-1264	echapman@wvusd.org	<input type="text" value="Previously Reported"/>
	10	19	65094			West Covina Unified School District	Lori	Williams	(626) 939-4600	lori.williams@wcusd.org	<input type="text" value="Previously Reported"/>
	11	19	65094	6023527	142	San Jose Charter Academy	Stephanie	Ortiz	(626) 856-1693	stephanie.ortiz@sjcharter.com	<input type="text" value="Previously Reported"/>
	12	19	64287	1996479	402	Opportunities for Learning-Baldwin Park	Marissa	Russo	(626) 773-6808	marissarusso@ofy.org	<input type="text" value="Previously Reported"/>

Attachment I

SELPA:

Fiscal Year:

Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	13	19	67876	120568	1132	Options for Youth-San Bernardino	Marissa	Russo	(626) 773-6808	marissarusso@ofy.org	Previously Reported
	14	19	73452	120600	1135	iQ Academy California-Los Angeles	Cassandra	Marietta	(951) 444-1642	camarietta@caliva.org	Previously Reported
	15	19	65094	112706	838	California Virtual Academy @ Los Angeles	Cassandra	Marietta	(951) 444-1642	camarietta@caliva.org	Previously Reported
	16	19	64469	139535	2060	Options for Youth - Duarte	Marissa	Russo	(626) 773-6808	marissarusso@ofy.org	Previously Reported

Attachment II

SELPA:

Fiscal Year:

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

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

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

Attachment II

SELPA:

Fiscal Year:

Attachment II—Projected Special Education Revenue by Local Educational Agency

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
1	Azusa Unified School District	5,421,909	403,962	113,731	1,665,962	0	0	0	0	7,605,564
2	Baldwin Park Unified School District	8,665,788	660,965	0	3,136,334	0	0	0	0	12,463,087
3	Bassett Unified School District	2,609,720	196,751	0	888,668	0	0	0	0	3,695,139
4	Bonita Unified School District	9,386,311	672,029	0	2,258,956	0	0	0	0	12,317,296
5	Charter Oak Unified School District	4,008,504	302,148	0	1,311,557	0	0	0	0	5,622,209
6	Claremont Unified School District	5,643,882	427,818	0	1,754,145	0	0	0	0	7,825,845
7	Covina-Valley Unified School District	10,291,110	762,803	170,597	3,012,286	0	0	0	0	14,236,796
8	Glendora Unified School District	5,838,694	443,638	0	1,590,027	0	0	0	0	7,872,359

Attachment II

SELPA:

Fiscal Year:

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
9	Walnut Valley Unified School District	12,137,353	902,269	0	1,829,708	0	0	0	0	14,869,330
10	West Covina Unified School District	6,890,724	525,739	0	1,833,053	0	0	0	0	9,249,516
11	San Jose Charter Academy	1,047,417	80,330	0	175,894	0	0	0	0	1,303,641
12	Opportunities for Learning- Baldwin Park	342,556	26,641	0	0	0	0	0	0	369,197
13	Options for Youth-San Bernardino	1,497,245	115,879	0	0	0	0	0	0	1,613,124
14	iQ Academy California-Los Angeles	1,920,433	147,097	0	628,746	0	0	0	0	2,696,276
15	California Virtual Academy @ Los Angeles	5,527,635	423,117	0	1,649,037	0	0	0	0	7,599,789
16	Options for Youth - Duarte	3,718,336	288,335	0	0	0	0	0	0	4,006,671
Totals:		84,947,617	6,379,521	284,328	21,734,373	0	0	0	0	113,345,839

Attachment III

SELPA:

Fiscal Year:

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
1	Azusa Unified School District	10,098,993	3,444,342	4,790,524	76,734	8,599,077	0	12,663	27,022,333
2	Baldwin Park Unified School District	17,289,146	6,918,521	12,266,755	182,853	8,372,434	0	114,119	45,143,828
3	Bassett Unified School District	3,718,010	2,075,213	2,095,148	12,170	845,973	0	118,365	8,864,879
4	Bonita Unified School District	12,299,828	5,693,991	7,541,342	201,845	5,330,813	0	210,548	31,278,367
5	Charter Oak Unified School District	6,285,165	3,162,313	3,767,626	141,541	3,781,495	0	104,040	17,242,180
6	Claremont Unified School District	10,186,972	5,862,579	6,286,311	208,428	6,925,539	0	7,590	29,477,419
7	Covina-Valley Unified School District	17,161,663	8,400,146	11,388,707	301,791	7,905,836	0	62,185	45,220,328
8	Glendora Unified School District	6,845,883	5,268,718	4,720,519	142,641	5,418,248	0	58,775	22,454,784
9	Walnut Valley Unified School District	11,095,816	5,624,591	7,706,082	2,761,434	4,812,435	6,000	146,164	32,152,522

Attachment III

SELPA:

Fiscal Year:

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
10	West Covina Unified School District	12,159,776	7,364,743	9,078,785	334,712	4,130,187	819,111	1,549,400	35,436,714
11	San Jose Charter Academy	733,372	384,508	360,442	13,997	302,655	0	0	1,794,974
12	Opportunities for Learning-Baldwin Park	201,218	45,101	26,356	0	180,000	0	0	452,675
13	Options for Youth-San Bernardino	739,444	196,833	101,118	0	1,100,000	0	0	2,137,395
14	iQ Academy California-Los Angeles	1,951,624	146,421	916,769	17,801	6,364,815	0	0	9,397,430
15	California Virtual Academy @ Los Angeles	5,885,706	380,104	2,359,791	115,212	10,192,352	0	0	18,933,165
16	Options for Youth - Duarte	1,858,241	349,795	276,004	0	3,420,000	0	0	5,904,040
Totals:		118,510,857	55,317,919	73,682,279	4,511,159	77,681,859	825,111	2,383,849	332,913,033

Attachment IV

SELPA:

Fiscal Year:

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
1	Azusa Unified School District	1,779,693	8.08%	5,825,971	6.38%	19,416,769	7,605,664
2	Baldwin Park Unified School District	3,136,334	14.24%	9,326,753	10.21%	32,680,741	12,463,087
3	Bassett Unified School District	888,668	4.04%	2,806,471	3.07%	5,169,740	3,695,139
4	Bonita Unified School District	2,258,956	10.26%	10,058,340	11.01%	18,961,071	12,317,296
5	Charter Oak Unified School District	1,311,557	5.96%	4,310,652	4.72%	11,619,971	5,622,209
6	Claremont Unified School District	1,754,145	7.97%	6,071,700	6.65%	21,651,574	7,825,845
7	Covina-Valley Unified School District	3,182,883	14.46%	11,053,913	12.10%	30,983,532	14,236,796
8	Glendora Unified School District	1,590,027	7.22%	6,282,332	6.88%	14,582,425	7,872,359
9	Walnut Valley Unified School District	1,829,708	8.31%	13,039,622	14.28%	17,283,192	14,869,330

Attachment IV

SELPA:

Fiscal Year:

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
10	West Covina Unified School District	1,833,053	8.32%	7,416,463	8.12%	26,187,198	9,249,516
11	San Jose Charter Academy	175,894	0.80%	1,127,747	1.23%	491,333	1,303,641
12	Opportunities for Learning-Baldwin Park	0	0.00%	369,197	0.40%	83,478	369,197
13	Options for Youth-San Bernardino	0	0.00%	1,613,124	1.77%	524,271	1,613,124
14	iQ Academy California-Los Angeles	628,746	2.86%	2,067,530	2.26%	6,701,154	2,696,276
15	California Virtual Academy @ Los Angeles	1,649,037	7.49%	5,950,752	6.52%	11,333,376	7,599,789
16	Options for Youth - Duarte	0	0.00%	4,006,671	4.39%	1,897,369	4,006,671
Totals:		22,018,701	100.00%	91,327,238	100.00%	219,567,194	113,345,939

Attachment V

SELPA:

Fiscal Year:

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
1	Azusa Unified School District	17,926	227,719
2	Baldwin Park Unified School District	291,509	167,018
3	Bassett Unified School District	0	79,878
4	Bonita Unified School District	0	167,018
5	Charter Oak Unified School District	0	123,448
6	Claremont Unified School District	12,060	142,948
7	Covina-Valley Unified School District	512,874	482,884
8	Glendora Unified School District	0	134,341
9	Walnut Valley Unified School District	159,895	174,280

Attachment V

SELPA:

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List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
10	West Covina Unified School District	0	130,710
11	San Jose Charter Academy	0	14,523
12	Opportunities for Learning-Baldwin Park	0	0
13	Options for Youth-San Bernardino	0	7,262
14	iQ Academy California-Los Angeles	0	29,047
15	California Virtual Academy @ Los Angeles	0	87,140
16	Options for Youth - Duarte	0	10,892
Totals:		994,264	1,979,108

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

Attachment VII

SELPA:

Fiscal Year:

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

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

LEA Name	Add or Delete Row	LEA Status	Transferred FROM	Transferred TO	Initiating SELPA Notification Date	SELPA Governing Board Notification Date	COE Notification Date	CDE Notification Date	Agreed Upon Effective Fiscal Year
N/A		N/A	N/A	N/A	N/A	N/A	N/A	N/A	<input type="text"/>

DO NOT
DISTRIBUTE

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

LOCAL PLAN
Section E: Annual Service Plan
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

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Local Plan Section E: Annual Service Plan

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

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

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

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

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

- 330–Specialized Academic Instruction/
Specially Designed Instruction

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

This service includes: Adapting, as appropriate, to the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children. (34 CFR 300.39(b)(3)).

Service is Not Currently Provided

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- 210–Family Training, Counseling, Home Visits (Ages 0-2 only) *Service is Not Currently Provided*

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

This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child’s development.

- 220–Medical (Ages 0-2 only) *Service is Not Currently Provided*

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

This service is not currently delivered based on IFSP need. Service will be provided if needed.

- 230–Nutrition (Ages 0-2 only) *Service is Not Currently Provided*

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

This service is not currently delivered based on IFSP need. Service will be provided if needed.

- 240–Service Coordination (Ages 0-2 only) *Service is Not Currently Provided*

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

This service includes the coordination of special education and related services.

- 250–Special Instruction (Ages 0-2 only) *Service is Not Currently Provided*

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

This service includes: Special instruction includes: the design of learning environments and activities that promote the child’s acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child’s Individual Family Service Plan (IFSP); providing families with information, skills, and support related to enhancing the skill development of the child; and

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260–Special Education Aide (Ages 0-2 only) *Service is Not Currently Provided*

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

270–Respite Care (Ages 0-2 only) *Service is Not Currently Provided*

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

340–Intensive Individual Service

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

Service is Not Currently Provided

415–Speech and Language *Service is Not Currently Provided*

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

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Is the SELPA's average SLP caseload >55? Yes No

The average caseload for speech, language, and hearing specialists in the SELPA shall not exceed 55 cases, unless the SELPA Local Plan specifies a higher average caseload and the reasons for the greater average caseload. EC 56363.3

SELPA Average SLP Caseload:

Reasons for greater than 55 average caseload

425–Adapted Physical Education *Service is Not Currently Provided*

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

This service includes: Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports and rhythms, for strength development and fitness, suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program. (CCR Title 5 §3051.5).

435–Health and Nursing: Specialized Physical Health Care *Service is Not Currently Provided*

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

This service includes: Health care services means those health services prescribed by the child's licensed physician and/or surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (CCR §3051.12(b)(1)(A)). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration and glucose testing (CEC 49423.5 (d)).

436–Health and Nursing: Other *Service is Not Currently Provided*

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

This includes services that are provided to individuals with exceptional needs by a qualified This service includes: individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do not include any physician-supervised or specialized health care service. IEP-required health and nursing services are expected to supplement the regular health services program. (34 CFR 300.34; CCR Title 5 §3051.12 (a)).

445–Assistive Technology

Service is Not Currently Provided

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

This service includes: Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology, or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers. (34 CFR Part 300.6).

450–Occupational Therapy

Service is Not Currently Provided

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

Includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. Services may be provided within the classroom, other educational settings or the home; in a group or on an individual basis; and may include therapeutic techniques to develop abilities; adaptations to the student's environment or curriculum; and consultation and collaboration with other staff and parents. Services provided based upon recommendation of the IEP team and by a qualified occupational therapist registered with the American Occupational Therapy Certification Board. (CCR Title 5 §. 3051.6, EC Part 30 §56363).

460–Physical Therapy

Service is Not Currently Provided

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

These services are provided, based on recommendation of the IEP team, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home; and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents. (B&PC Ch. 5.7, CCR Title 5 §3051.6, EC Part 30 §56363, GC-Interagency Agreements Ch. 26.5 §7575(a)(2)).

510–Individual Counseling

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

This service includes: One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program. (34 CFR § 300.24(b)(2), (CCR Title 5 §3051.9).

Service is Not Currently Provided

515–Counseling and Guidance

Service is Not Currently Provided

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

This service includes: Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. IEP-required group counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.24.(b) (2)); CCR Title 5 §3051.9) Guidance services include interpersonal, intrapersonal or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program. (34 CFR 300.306; CCR Title 5 §3051.9).

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520–Parent Counseling

Service is Not Currently Provided

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

This service includes: Individual or group counseling provided by a qualified individual pursuant to an Individualized Education Program (IEP) to assist the parent(s) of special education students in better understanding and meeting their child's needs; may include parenting skills or other pertinent issues. IEP-required parent counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.31(b)(7); CCR Title 5 §3051.11).

525–Social Worker Services

Service is Not Currently Provided

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

This service includes: Services provided pursuant to an Individualized Education Program (IEP) by a qualified individual, includes, but are not limited to, preparing a social or developmental history of a child with a disability; group and individual counseling with the child and family; working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program. (34 CFR §300.24(b)(13); CCR Title 5 §3051.13).

530–Psychological Services

Service is Not Currently Provided

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

These services, provided by a credentialed or licensed psychologist pursuant to an Individualized Education Program (IEP), include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; planning programs of individual and group counseling and guidance services for children and parents.

These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. (CFR Part 300 §300.24).

IEP-required psychological services are expected to supplement the regular guidance and counseling program. (34 CFR §300.24; CCR Title 5 §3051.10).

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535–Behavior Intervention Services *Service is Not Currently Provided*

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

This service includes: Special Education and Related Services Behavioral supports provided as part of a child’s special education and related services may be necessary to ensure that the child’s IEP is designed to enable the child to advance appropriately toward attaining the annual goals specified in the IEP, to be involved in and make progress in the general education curriculum, and to participate in extracurricular and other nonacademic activities. 34 CFR §§300.320(a)(4)(i) and (ii). Please refer to CCR 3051.23 for personnel qualifications.

540–Day Treatment Services *Service is Not Currently Provided*

545–Residential Treatment

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

This service includes: A 24-hour out-of-home placement that provides intensive therapeutic services to support the educational program. (Welfare and Institutions Code, Part 2, Chapter 2.5, Art. 1, §5671)).

Service is Not Currently Provided

610–Specialized Service for Low Incidence Disabilities *Service is Not Currently Provided*

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

This service includes: Low incidence services are defined as those provided to the student population of orthopedically impaired (OI), visually impaired (VI), deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or the itinerant teacher/specialist. Consultation is provided to the teacher, staff and parents as needed. These services must be clearly written in the student’s Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP), including frequency and duration of the services to the student. (CCR Title 5 §3051.16 & 3051.18).

710–Specialized Deaf and Hard of Hearing Services *Service is Not Currently Provided*

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

These services include speech therapy, speech reading, auditory training and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel may also be included. (CCR Title 5 §3051.16 and 3051.18).

715–Interpreter Services

Service is Not Currently Provided

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

This service includes: Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter. This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student. (CCR Title 5, §3051.16).

720–Audiological Services

Service is Not Currently Provided

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

These services include measurements of acuity, monitoring amplification, as well as planning, organizing, and implementing audiology programs. Consultation services with teachers, parents or speech pathologists must be identified in the Individualized Education Program (IEP) as to reason, frequency and duration of contact; infrequent contact is considered assistance and would not be included. (CCR Title 5 §3051.2).

725–Specialized Vision Services

Service is Not Currently Provided

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

This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs, including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills (including alternative modes of reading and writing); social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students (such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff, and others) and collaboration with the student's classroom teacher. (CAC Title 5 §3030(d), EC 56364.1).

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730–Orientation and Mobility *Service is Not Currently Provided*

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

This service includes: Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an Individualized Education Program (IEP).

735–Braille Transcription *Service is Not Currently Provided*

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

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

740–Specialized Orthopedic Services *Service is Not Currently Provided*

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

This service includes: Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment. (CAC Title 5, §3030(e) & 3051.16).

745–Reader Services *Service is Not Currently Provided*

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

This service includes: Any specialized assistance provided for students who are print-impaired, whether the impairment is the result of a visual disability, other physical disability, or reading disability. This may include but is not limited to, readers provided for examinations, textbooks, and other course related reading assignments and may also include recorded materials.

750–Note Taking Services *Service is Not Currently Provided*

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

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

755–Transcription Services *Service is Not Currently Provided*

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

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

760–Recreation Service, Including
Therapeutic Recreation *Service is Not Currently Provided*

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

This service includes: Therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when possible and appropriate, facilitate the pupil's integration into general recreation programs. (CAC Title 5, §3051.15; 20 USC 1401(26(A)(1)) (34 CFR 300.24).

820–College Awareness Preparation *Service is Not Currently Provided*

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

This service includes: The result of acts that promote and increase student learning about higher education opportunities, information and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility and financial aid.

830–Vocational Assessment, Counseling,
Guidance, and Career Assessment *Service is Not Currently Provided*

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

This service includes: Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work

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experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions. (Title 5 §3051.14).

840–Career Awareness *Service is Not Currently Provided*

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

Transition services include a provision in paragraph (1)(c)(vi), self-advocacy, career planning, and career guidance. There is a need for coordination between this provision and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds. (34 CFR-§300.29).

850–Work Experience Education *Service is Not Currently Provided*

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

This service includes: Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree. (34 CFR 300.26).

855–Job Coaching *Service is Not Currently Provided*

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

This service is not currently delivered based on IEP need. The service will be provided if needed.

860–Mentoring *Service is Not Currently Provided*

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

This service is not currently delivered based on IEP need. The service will be provided if needed.

865–Agency Linkages (referral and placement) *Service is Not Currently Provided*

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

This service includes: Service coordination and case management that facilitates the linkage of individualized education programs under this part under multiple Federal and State programs, such as Title I of the Rehabilitation Act of 1973 (vocational rehabilitation), Title XIX of the Social Security Act (Medicaid), and Title XVI of the Social Security Act (supplemental security income). (34 CFR §613).

870–Travel and Mobility Training

Service is Not Currently Provided

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

This service is not currently delivered based on IEP need. The service will be provided if needed.

890–Other Transition Services

Service is Not Currently Provided

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

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

900–Other Related Service

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

Service is Not Currently Provided

Description of the “Other Related Service”

Consultation and supervision for behavioral needs, provide behavior supervision/training/BCBA consultation.

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Qualifications of the Provider Delivering "Other Related Service"

Description of the "Other Related Service"

Qualifications of the Provider Delivering "Other Related Service"

Description of the "Other Related Service"

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