

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



California Department of Education
Special Education Division

SELPA

Fiscal Year

B. Governance and Administration

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

Participating Local Educational Agencies

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

Special Education Local Plan Area—Local Plan Requirements

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

The West San Gabriel Valley (WSGV) Special Education Local-Plan Area (SELPA) is a multi-district SELPA comprised of fourteen local education agencies (LEAs) joined together to provide for coordinating the delivery of programs and services to students with disabilities who reside within the Local Plan Area, and to those eligible individuals who are residents of other SELPAs who may be in need of services, and who in accordance with the provisions of the annual budget plan of the cooperating Local Plan Area attend programs in this region (Education Code Section 56200). The following Los Angeles County local educational agencies are within the West San Gabriel Valley SELPA:

- Alhambra Unified School District
- Arcadia Unified School District
- Duarte Unified School District
- El Monte City School District
- El Monte Union High School District
- Garvey School District
- Monrovia Unified School District
- Mountain View School District
- Rosemead School District
- San Gabriel Unified School District
- San Marino Unified School District
- Temple City Unified School District
- Valle Lindo School District
- South Pasadena Unified School District

These LEAs join together to adopt a plan to assure access to special education and services for all individuals with exceptional needs residing in the geographic area served by these local educational agencies (LEAs), hereinafter known as the West San Gabriel Valley Special Education Local Plan Area (SELPA).

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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)]

Regional Governance of the West San Gabriel Valley SELPA shall include the following bodies:

1. Superintendents' Council
2. Community Advisory Committee

The local governing boards passed a resolution designating Alhambra Unified School District as the Administrative Unit. This resolution shall be reaffirmed every five years. Contractual agreements shall specify coordinative and administrative responsibilities of the Administrative Unit. The Administrative Unit shall employ, supervise, discipline and evaluate the SELPA Administrator (EC 56205). Members of the Superintendents' Council will make recommendations for the selection of the SELPA Administrator to the Administrative Unit. The SELPA Administrator shall be evaluated by June 30 each year with input from the Superintendents' Council.

The Superintendents' Council shall consist of the superintendent of each of the participating LEAs, each of whom shall provide a liaison function between the LEA governing board and the Council. LEA Superintendents exercise their authority and responsibilities in accordance with the policies and procedures of their local governing boards and within the voting procedures of the Superintendents' Council.

The LEA Superintendents shall:

1. Assure that the provisions of the Local Plan are implemented and the district is in compliance with the State and Federal requirements.
2. Assign appropriate and necessary staff to participate in the activities specified in the Local Plan.
3. Calendar items requiring local board approval.
4. Assure that parents or guardians of individuals with disabilities who are receiving services under the plan may address questions or concerns to the LEA Director of Special Education, LEA Superintendent, and/or SELPA Superintendents Council.
5. Direct the activities of administrators of special education in coordinating the administration of the Local Plan.
6. Assure that required data is submitted to the Administrative Unit as required.
7. Assure that appropriate facilities are available to meet the needs of individuals with disabilities residing in the geographical area covered by the Local Plan.

The Alhambra Unified School District Superintendent shall:

1. Assure that the provisions of the Local Plan are implemented in compliance with the State and Federal requirements.
2. Assign appropriate and necessary staff to participate in the activities specified in the Local Plan.

3. Calendar items requiring County board approval.
4. Direct the activities of administrators of special education in coordinating the administration of the Local Plan.
5. Assure that required data is submitted to the California Department of Education as required.

The functions of the Superintendents' Council are to:

1. Develop policies, regulations and procedures relative to the governance of the SELPA and implement the same.
2. Approve operational programs to be conducted by each participating agency.
3. Receive recommendations from the Administrative Council and Community Advisory Committee (CAC) and make decisions on said recommendations.

Membership:

1. The Superintendent, or designee of the Superintendent, of each participating agency, shall be a member of the Superintendents' Council. The Superintendent's designee shall be an Assistant Superintendent, or Associate Superintendent and be a consistent designee for all meetings of the Superintendents' Council for the duration of the appointment.
2. If a Superintendent is unable to attend a particular meeting, he may send a designee that is an Assistant Superintendent, or an Associate Superintendent to that particular meeting.
2. The SELPA Administrator is the Executive Secretary of the Superintendents' Council and serves as the Council's liaison to the Administrative Council.

Meetings:

1. The Superintendents' Council shall hold at least four regular meetings each year. Each participating agency will receive information on the date, time, place and agenda of each regular meeting at least 72 hours prior to the meeting.
2. A quorum for the transaction of business by the Superintendents' Council shall consist of a majority of the members of the Council.
3. Each member of the Superintendents' Council shall have one vote, which may be cast only by a member who is in attendance at meetings of the Council. A vote of the majority of members of the Council shall be sufficient to constitute action provided that a quorum is present.
4. Minutes of each regular meeting of the Superintendents' Council will be sent to each participating agency within 10 (ten) working days after the meeting.
5. Special meetings may be called as required. Additional meetings may be called at the request of any representative on the committee. All meetings of the committee shall be held according to law and the *Brown Act*. The committee chair(s) and the SELPA Administrator shall prepare the agenda for each meeting; the SELPA Administrator shall provide all support materials. The chair or co-chairs shall conduct the meeting.
6. All meetings shall be conducted according to Robert's Rules of Order.
7. The Superintendents' Council may add a sub-committee as needed which will serve in an advisory capacity only.
8. Participation via teleconference or videoconference are permitted so long as all provisions of the Brown Act are still applicable.

The responsibilities of the SELPA Administrator shall include, but not be limited to, the following:

- Assist the superintendents upon request.
- Prepare Superintendents' Council agendas and distribute them in advance of scheduled meetings.
- Designate and/or serve as an ad hoc member of the CAC.
- Advise the Superintendents' Council of any action related to policies and/or procedures, distribution of state or federal funding, and/or program development
- Compile data and submit reports as requested by the County Office and State Department of Education.
- Submit any waivers necessary for the implementation of the Local Plan.
- Monitor the appropriate use of IDEA, Regionalized Service Program Specialist funds, and state and federal grants for special education. • Monitor and sign all purchase orders for low Incidence materials and equipment.
- Oversee and monitor LEA data and review submission processes.
- May convene and dissolve working committees from the member LEAs in an advisory capacity to the SELPA Administrator in support of the local plan.
- Gather input from LEA program and business staff to formulate policy and procedure recommendations for Superintendents' Council action related to:
 - o The distribution of state and federal funds among the LEAs
 - o Special education program needs, policies, procedures, agreements, and forms; and the development and implementation of personnel development programs.
- 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.
- Oversee the recruitment, supervision and evaluation of SELPA staff,

Community Advisory Committee

The Community Advisory Committee (CAC) serves the Special Education Local Plan Area in an advisory capacity, in accordance with Education Code 56190-56194 and procedures specified in the West San Gabriel Valley SELPA Local Plan CAC bylaws.

Parents comprise a majority of the membership of the CAC and of those members; the majority must be parents of individuals with disabilities. Members of local PTAs, special education classroom teachers and school personnel, representatives of related public and private agencies, and other persons concerned with the needs of children with disabilities may also be represented. (Education Code 56192 & 56193).

The SELPA Administrator shall communicate all recommendations, issues and concerns of the CAC to and from the Administrative Council and the Superintendents' Council. Parents and guardians can communicate their concerns and issues to their special education district director. Individual district concerns will be communicated directly to the special education district director. (Education Code 56194 (a)).

Communication with local governing board(s) and the CAC shall be the responsibility of the SELPA Administrator through the Superintendents' Council. (Education Code 56205(a)(12)(E))

The CAC shall have at least 30 days to review the Special Education Local Plan Area's Local Plan prior to submission to the State Superintendent. A verification statement of this review shall be signed by the CAC Chairperson. (Education Code 56205(b)(6))

Governance Structure

Procedure to Change Governance Structure:

1. Any changes in the governance structure of the West San Gabriel Valley Special Education Local Plan Area, including dividing the SELPA into more than one operating entity, changing the designation of and/or responsibilities of the Administrative Unit are subject to specific provisions of the Education Code 56140, 56195.7 *et seq.*, and 56205 *et seq.*
2. Any Local Educational Agency (LEA) which is currently designated as an LEA participating in the West San Gabriel Valley Special Education Local Plan Area may elect to pursue an alternative option from those specified in Education Code Section 56195.1 by notifying the County Superintendent at least one year prior to the date the alternative plan would become effective. (Education Code 56195.3(b))
3. Approval of a proposed alternative plan by the County Superintendent must be based on the capacity of the district(s) to ensure that appropriate special education programs and related services are provided to all individuals with disabilities residing in the district(s). (Education Code 56140(b))
4. If an alternative plan is disapproved by the County Superintendent, the County office shall return the plan with comments and recommendations to the district(s). The district(s) participating in the alternative plan may appeal the decision to the Superintendent of Public Instruction. (Education Code 56140(b)(2))
5. Any alternative plan to be submitted by a district or group of districts currently participating in the West San Gabriel Valley SELPA Local Plan Area must meet the standards established by the State Board of Education and not adversely affect the size and scope status of the current Local Plan geographic area.
6. Any changes in the designation of the Administrative Unit for the West San Gabriel Valley SELPA must conform to the above code provisions and the administrative provisions for approval as specified in the Local Plan.

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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 shall consist of the superintendent of each of the participating LEAs, each of whom shall provide a liaison function between the LEA governing board and the Council. LEA Superintendents exercise their authority and responsibilities in accordance with the policies and procedures of their local governing boards and within the voting procedures of the Superintendents' Council.

The LEA Superintendent shall:

1. Assure that provisions of the Local Plan are implemented and the district is in compliance with the State and Federal requirements.

The LEA governing boards appoint their superintendent as their designee for the approval and review of all policies, procedures, program and fiscal decisions in the implementation of the SELPA Local Plan.

Local board policy of each member LEA of the SELPA shall indicate that the LEA is responsible for educating students 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 student's education, even with the use of modifications of the general educational program or use of supplementary aids or programs, cannot be achieved satisfactorily in the general education setting.

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 SELPA shall submit the local plan to the superintendent of the Los Angeles County Office of Education for approval. If the County Superintendent does not approve the plan, the County office shall return the plan with comments and recommendations to the LEA(s). The LEAs participating in the plan may appeal the decision to the Superintendent of Public Instruction (E.C. 56140(b) (2)).

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

- Yes No

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

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

The CAC shall have at least 30 days to review the Special Education Local Plan Area's Local Plan prior to submission to the State Superintendent. A verification statement of this review shall be signed by the CAC Chairperson. (Ed. code § 56205(b)(6))

CAC Responsibilities:

1. Advising the policy and administrative entity of the SELPA regarding the development, amendment, and review of the Local Plan. The entity shall review and consider comments of the Committee.
2. Providing input to the SELPA Administrator in the development and implementation of the Local Plan for Special Education.
3. Recommending annual priorities to be addressed in the Local Plan.
4. Assisting in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the Local Plan.
5. Encouraging community involvement in the development and review of the Local Plan.

The Committee shall meet as frequently as deemed necessary, but no less than six (6) regularly scheduled meetings each year. Unless the Committee decides otherwise, all meetings shall be held within the West San Gabriel Valley Special Education Local Plan Area.

The *Community Advisory Committee (CAC) Bylaws* Article II details the duties of the committee to fulfill the responsibilities as defined in this local plan (see attached *Bylaws of the Community Advisory Committee*).

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 CAC acts as an advisory body to the policy and administrative entity in the development, amendment,

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and review of the Local Plan. To ensure adequate and effective communication, the local plan will be developed, revised or updated cooperatively by a committee. The committee will include administrators, special/general education teachers and parent(s) selected by the group they represent. The parent(s) will be members of the Community Advisory Committee (CAC) or selected by the CAC. The SELPA Administrator or designee will serve as committee chairperson.

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 local governing boards passed a resolution designating Alhambra Unified School District as the Administrative Unit (AU). This resolution shall be reaffirmed every five years. Contractual agreements shall specify coordinative and administrative responsibilities of the Administrative Unit.

The Administrative Unit is responsible for the following functions:

- Receipt and distribution of any funds for the operation of special education programs to appropriate accounts.
- Provide administrative support to those activities specified in the Local Plan.
- Coordinate the operation of all special education services of the SELPA pursuant to law and will administer those functions delegated to the SELPA pursuant to the Local Plan adopted by the Superintendents' Council.

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

The SELPA will facilitate agreements for the provision and coordination of services by other public agencies that are funded to serve children with disabilities. The SELPA Administrator shall develop, agree to and maintain interagency agreements and/or memorandums of understanding necessary to support the implementation of the local plan, and as required by legal mandates, have been developed with agencies such as Regional Center: Other interagency agreements and/or memorandums of understanding will be developed as needed in support of the local plan. Copies of these documents can be requested through 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 West San Gabriel Valley SELPA Local

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Plan for Special Education.

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

- Approval of the Local Plan
- Appointing their Superintendent as their designee for the review and approval of all policies, procedures, program and fiscal decisions in the implementation of the Local Plan.
- Provide input on SELPA policies and procedures through the superintendent of the LEA as needed.
- Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the agency.
- Adoption of policies and procedures for special education programs and services within their LEA.
- Appointment of members to the SELPA Community Advisory Committee.
- Ensure LEA compliance with all elements of the local plan.
- Other duties as required by federal and state law

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

The superintendent of each LEA retains responsibility for the administration of programs operated by his/ her LEA. The superintendent shall provide, as necessary, direct support to his/her staff in planning, establishing, and implementing policy decisions. In addition, each superintendent shall:

- Assure that the provisions of the local plan are implemented in the LEA in compliance with State Education Code and Federal IDEA.
- Calendar items requiring local board approval.
- Direct the activities of administrators of special education in coordinating the administration of the local plan.
- Assure that required data is submitted to the SELPA and/or administrative agency in a timely fashion.
- Assure that appropriate facilities and support services such as transportation are available to meet the needs of students with disabilities residing in the geographical area covered by the local plan.
- State and federal reports, including CALPADS
- Other duties as required by federal and state law

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)]

The Special Education administrator and/or designee (“administrators”) on behalf of the LEA, shall direct the operation of the special education programs and services that are operated by the LEA. In addition, the

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administrators shall assist in the coordination of the administration of the local plan as follows:

- Are employed by their respective LEA and are responsible to their LEA superintendent.
- Are responsible for the coordination of special education services and programs within their agencies and for the implementation of the local plan within their LEAs.
- Assign staff as required to assist in the development of regionalized services including, but not limited to, the development of a coordinated child find identification, placement and referral system, personnel, and curriculum development, and evaluation and program review/ monitoring activities.
- 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.
- Identifying and serving students in medical facilities, foster care, or Licensed Children's Institute (LCI) pursuant to federal and state law.
- Developing and providing programs and services for all eligible students residing in the LEA and for students attending private schools.
- Organize, administer, and supervise the activities of local IEP Teams and participate in regional IEP Teams as required.
- Ensuring participation in state and LEA-wide assessments.
- Operating all special education programs and services in accordance with federal and state laws and regulations.
- Organize the activities of the Resource Specialist Program (RSP) and assure that the programs comply with the provisions pursuant to EC 56362.
- Ensure equal access to all programs within the SELPA for students with disabilities by:
 - Use of common forms and web-based IEP development system
 - Acceptance of all students with disabilities appropriately referred to regionalized programs across LEAs
 - Assure the availability of programs as needed
- Assure that required information, reports and necessary waivers are submitted to the SELPA Administrator in a timely fashion.
- Coordinate and conduct LEA special education monitoring and review activities as required.
- Implement and monitor any corrective actions findings for all monitoring and review activities.
- Respond to compliance and due process complaints and implement required corrective actions if needed
- Forward to the SELPA Administrator, copies of all monitoring activities and reviews, Office of Civil Rights, due process, and state-level complaint findings.
- Assist in the coordination of community resources, if needed.
- Serve in an advisory capacity to the SELPA Administrator.
- Coordinate special education services and programs within their district and for the implementation of the local plan.
- Complete reports required by the Special Education Local Plan Area (SELPA) or State, including CALPADS reports in a timely fashion.
- Other duties as required by federal and state law.
- Perform other duties necessary to coordinate the administration of the local plan.

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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 local governing boards passed a resolution designating Alhambra Unified School District as the coordinative and administrative responsibilities of the Administrative Unit. This resolution shall be re-affirmed every five years. Contractual units shall specify the coordinative and administrative responsibilities of the Administrative Unit. The Administrative Unit shall employ, supervise, discipline and evaluate the SELPA Administrator (EC 56205). Members of the Superintendents' Council will make recommendations for the selection of the SELPA Administrator to the Administrative Unit. The SELPA Administrator shall be evaluated by June 30 each year with input from the Superintendents' Council. The SELPA Administrator oversees the recruitment, supervision and evaluation of SELPA staff in collaboration with the AU Human Resources Department.

- 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 Administrative Unit will coordinate the operation of all special education services of the SELPA pursuant to law and will administer those functions delegated to the SELPA pursuant to the Local Plan adopted by the Superintendents' Council as representatives of the local LEA. All federal and state special education funds shall be allocated to the SELPA for distribution to member LEAs as directed by the Superintendent's Council's approved allocation plan. It shall be the sole decision of the Superintendents' Council regarding any changes to the allocation of federal and state special education funds. The SELPA Administrator is responsible to ensure that the funds are distributed in accordance with the SELPA's Funding Allocation plan.

The AU shall be responsible for functions including, but not limited to:

- Receipt and distribution of any funds for the operation of special education programs to appropriate accounts.
- Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.

The SELPA shall be responsible for functions including, but not limited to, the distribution of funds for the operation of special education programs to appropriate accounts of member LEAs.

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

Specific duties of the AU:

- The AU shall be responsible for receipt of and distribution of any funds for the operation of special education programs in accordance with the provisions of the Education Code Section 56836.

Specific duties of the SELPA Administrator:

- Coordinate implementation of all components of the local plan.
- Meet with LEA program and business staff regarding special education program needs, policies, procedures, agreements, and forms.
- Provide LEA program staff with a venue for sharing ideas regarding issues such as program/ service development, IEP oversight and development and implementation, curriculum scope and sequence, student performance targets, instructional best practices, and day-to- day operations.
- Develop and maintain interagency agreements with appropriate public agencies to ensure a full range of special education programs and services.
- Monitor and ensure appropriate use of federal, state, and local funds allocated for special education operations.
- Provide technical assistance to LEAs with non-public schools and agencies, including distribution of a Master Contract template and rate negotiations.
- Oversee/monitor Regional Programs with an inclusion lens.

Specific duties of the individual LEAs:

- Coordinating and conducting child find activities.
- Making available a free appropriate public education to all students residing in the LEA and/ or local plan geographic area
- Developing and providing programs and services for all eligible students residing in the LEA and for students attending private schools.
- Provide staff as required to assist in the development of regionalized services including, but not limited to, the development of a coordinated identification placement and referral system, personnel and curriculum development of evaluations and program review activities.
- Identifying and serving students in medical facilities, foster care, or Licensed Child's Institutions (LCI) pursuant to federal and state law.
- Review annually the program operations within the SELPA and make decisions regarding timelines for necessary changes prior to March 15th of each year.
- Ensuring participation in state and district-wide assessments.
- Operating all special education programs and services in accordance with federal and state laws and regulations and in alignment with SELPA policies/procedures.
- Ensure participation in state and district-wide assessments.

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•Oversee/monitor Regional Programs with an inclusion lens.

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

Specific duties of the RLA/AU:

The AU, as the grantee of federal funds from the California Department of Education (COE), shall distribute all or part of the federal funds received to the SELPA through a sub-grantee process and shall annually conduct and report to the COE the required MOE information. The AU will provide consultation and support to the SELPA related to the monitoring of the appropriate use of federal, state and local funds used for special education programs.

Specific duties of the SELPA Administrator:

The SELPA Administrator or designee shall be responsible to monitor, at a minimum annually, the appropriate use of all funds allocated for special education programs and services. Final determination, monitoring and action regarding the appropriate use of special education funds shall be made through the required annual MOE reports and Annual Budget Plan submitted to the COE.

Specific duties of the individual LEAs:

The individual LEAs, along with support from the SELPA Administrator, shall ensure that the funds received from part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement state, local, and other Federal funds and not to supplant those funds; and will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of students with disabilities except as provided in Federal law and regulations.

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]

The SELPA and individual LEAs will ensure that specialized equipment is accessible to students and in alignment with federal and state law (e.g., AB 650). Specialized equipment and services will be provided at the site where the Individualized Education Program (IEP) team has determined the student will receive the program/ services they require for a free and appropriate public education in the least restrictive environment.

The LEA is responsible for providing a student with disabilities who requires the use of an assistive technology device, as noted in their IEP, with continued access to that device, or to a comparable device, when the

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student, because of enrollment in another LEA, ceases to be enrolled in that LEA. This responsibility is in force until alternative arrangements for providing the student with continuous access to the assistive technology device, or to a comparable device, can be made or until two months have elapsed from the date that the student ceased to be enrolled in that LEA, whichever occurs first (EC 56040.3).

Policies, Procedures, and Programs

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

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

Policy/Procedure Number:

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:

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Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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:

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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 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:

"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:

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Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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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

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:

Section B: Governance and Administration

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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:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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"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 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:

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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:

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)

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Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

Administration of Regionalized Operations and Services

Pursuant to *EC* sections 56195.7(c), 56205(a)(12)(B), 56368, and 56836.23, describe the regionalized operation and service functions. Descriptions must include an explanation of the 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:

Document Location:

Description:

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provide a free and appropriate public education to all students with disabilities for whom they are responsible.

- Through their representative at the Superintendents' Council, will review and approve policies and procedures to implement the local plan.

2. Coordinated system of identification and assessment:

Document Title: Local Plan Section B Governance and Administration: Administration of Regionalized Operations and Services

Document Location: WSGV SELPA

Description:

Direct Instructional support provided by the program specialist:

- The program specialist(s) will observe, consult and assist service providers.

Role of the RLA/AU:

- Not Applicable

Role of the Administrator of the SELPA:

- Ensures each LEA conducts child find activities.
- Provides technical support to LEAs and guidance to parents as needed.
- Participates in child find activities by establishing policies for the member LEAs and ensuring appropriate interagency agreements are in place.

Role of the individual LEAs:

- Each LEA is responsible for identifying and assessing all students for whom they are responsible

3. Coordinated system of procedural safeguards:

Document Title: Local Plan Section B Governance and Administration: Administration of Regionalized Operations and Services

Document Location: WSGV SELPA Office

Direct Instructional support provided by the program specialist:

- Provides parents with information on the alternative dispute

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Description:

resolution process. Support to LEAs by coordinating trainings in alternate dispute resolution proactive strategies such as a facilitated IEP.

- Assists parents with accessing information related to filing complaints with the COE and/or Office of Administrative Hearings when requested.
- Assures procedural safeguards are in place by providing technical assistance and guidance on forms and procedures to LEAs in the areas related to assessment, identification, and placement.

Role of the RLA/AU:

- Not Applicable

Role of the Administrator of the SELPA:

The SELPA Administrator:

- facilitates the use of alternative dispute resolution processes to assist both LEAs and parents to resolve conflicts.
- Assists parents with filing complaints with the COE and/or Office of Administrative Hearings when requested.
- Provides guidance to LEAs on procedural safeguards.
- Assures procedural safeguards are in place by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, and placement.
- Provides parents with a copy of procedural safeguards upon request and maintains a copy on their website.

Role of the individual LEAs:

LEAs will:

- Provide procedural safeguards to parents consistent with the education code and ensure that the safeguards are implemented.
- Assist parents in understanding procedural safeguards.
- Utilize alternative dispute resolution processes whenever possible and as applicable.

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

Document Title: Local Plan Section B Governance and Administration: Administration of Regionalized Operations and Services

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Document Location:

Description:

Direct Instructional support provided by the program specialist:

- The program specialist(s) will support parent education and staff development, program development and innovative methods and approaches within the SELPA.
- Refer LEA staff to SELPA online learning opportunities

Role of the Administrator of the SELPA:

- On an annual basis, input is collected from the Special Education Administrators from member LEAs and staff 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 Administrator or designee will:

- coordinate and/or provide needed trainings and supports as requested or determined appropriate for each member LEA.
- Provide participants with the necessary information, training and resources to ensure compliance with special education as required by federal and state law.
- Provide participants with opportunities to engage in activities that enhance personal and professional growth.
- Meet the needs of personnel, school programs, parents, and students as they relate to the development and implementation of Individualized Education Programs for students with disabilities.

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

Document Title:

Document Location:

Direct Instructional support provided by the program specialist:

- The program specialist will coordinate with LEA on curriculum development, resources, and technical assistance to LEAs when requested and approved by SELPA Administrator.

Role of the RLA/AU:

- **NA**

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Description:

Role of the Administrator of the SELPA:

- The SELPA provides technical assistance and staff development as requested or determined appropriate for member LEAs.

Role of the individual LEAs:

- LEAS will determine their needs and curriculum development and alignment with the core curriculum, based on their locally identified needs. LEAs will seek technical assistance and staff and professional development from the SELPA when needed.

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

Document Title: Local Plan Section B Governance and Administration: Administration of Regionalized Operations and Services

Document Location: WSGV SELPA Office

Description:

Direct Instructional support provided by the program specialist:

- When requested by the SELPA Administrator, the program specialist(s) program specialists will annually, or as needed, review the effectiveness of programs for students in the regionalized program and provide the outcomes of those to each LEA which houses those programs. The review may include classroom observations, teacher interviews, observed implementation of approved supplemental curriculum and student achievement data.

Role of the RLA/AU:

- The AU, as the grantee for state and federal funds, will monitor the SELPA funding allocations and distributions to member LEAs.

Role of the Administrator of the SELPA:

- Review Annual Performance Reports, California School Dashboard, and other data sources with LEA administrators
- Review Annual Budget Plan with Superintendents, CAC and other interested parents, community or educational groups
- Review Annual Service Plan with Superintendents, CAC and other interested parents, community or educational groups
- Review of the SELPA funding allocation with the

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Superintendents to ensure appropriate distribution of funds.

Role of the individual LEAs:

- Review and monitor Annual Performance Reports, California School Dashboard, and other data sources to ensure SWDs receive a free appropriate public education.
- Engage in monitoring activities as required by the COE.
- Ensure accuracy and timely submission of data to the CDE

7. Coordinated system of data collection and management:

Document Title:

Document Location:

Description:

Role of the RLA/AU:

- Not applicable

Role of the Administrator of the SELPA:

- The SELPA will approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission 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.

Role of the individual LEAs:

- LEAs are responsible for data entry, quality and integrity. LEAs will approve/ensure the/that California Longitudinal Assessment and Pupil Data System (CALPADS) submission in a timely manner and as required by the California Department of Education.

8. Coordination of interagency agreements:

Document Title:

Document Location:

Role of RLA/AU

- Not applicable

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Description:

Role of the Administrator of the SELPA:

- The SELPA Administrator, or designee, will review, revise, or develop interagency agreements as required to implement the plan. 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.

Role of the individual LEAs:

- LEA will support and implement interagency agreements developed and agreed to by the SELPA

9. Coordination of services to medical facilities:

Document Title:

Local Plan Section B Governance and Administration: Administration of Regionalized Operations and Services

Document Location:

WSGV SELPA Office

Description:

Direct Instructional support provided by the program specialist:

- The program specialist(s) shall consult with LEAs to ensure that students have full educational opportunities regardless of district of special education accountability.

Role of the RLA/AU:

- Not applicable

Role of the Administrator of the SELPA:

- The SELPA Administrator will facilitate the coordination of services to students in medical facilities within the geographic area of the SELPA and by the designated LEAs.

Role of the individual LEAs:

- Individuals with exceptional needs who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes are the educational responsibility of the LEA in which the hospital or facility is located.

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

Document Title:

Local Plan Section B Governance and Administration: Administration of Regionalized Operations and Services

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Document Location:

WSGV SELPA Office

Description:

Direct Instructional support provided by the program specialist:

- The program specialist(s) shall consult with LEAs to ensure that students have full educational opportunities regardless of district of special education accountability.

Role of the RLA/AU:

- Not applicable

Role of the Administrator of the SELPA:

- The SELPA Administrator will facilitate the coordination of services to students in licensed children's institutions and foster homes within the geographic area of the SELPA and 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 LEA 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:

Local Plan Section B Governance and Administration: Administration of Regionalized Operations and Services

Document Location:

WSGV SELPA Office

Description:

Role of the RLA/AU:

- AU is responsible for completing required accountability and fiscal reports on behalf of the SELPA.

Role of the Administrator of the SELPA:

- The SELPA Administrator will ensure preparation and timely submission of required reports and provide technical assistance to LEAs in completing said reports.

Role of the individual LEAs:

- Individual LEAs will submit required reports and/or data in order for the SELPA to submit timely reports.

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12. Fiscal and logistical support of the CAC:

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Description:

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• The SELPA Administrator will provide technical assistance as needed or requested by member LEAs.

Role of the individual LEAs:

- Each individual LEA will be responsible for providing transportation for their students with disabilities as determined by their IEP teams.

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

Document Title:

Document Location:

Description:

Direct Instructional support provided by the program specialist:

- The program specialist(s) will support staff development, program development, and innovation of special methods and approaches.

Role of the RLA/AU:

- Not applicable

Role of the Administrator of the SELPA:

- The SELPA Administrator will provide staff and professional development and technical assistance as needed or requested.
- The SELPA Administrator will ensure appropriate interagency agreements are in place and facilitate connection to agencies, as appropriate.

Role of Individual LEAs:

- Individual LEAs will provide appropriate career and vocational education and transition services as required under state and federal law as appropriate. LEAs will also coordinate with local agencies (e.g., Regional Center and Department of Rehabilitation).

15. Assurance of full educational opportunity:

Document Title:

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Document Location:

Description:

Direct Instructional support provided by the program specialist:

- The program specialist(s) shall assist (provide technical assistance) LEAs to ensure that students have full educational opportunity regardless of district of special education accountability.

Role of the RLA/AU:

- not applicable

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. The SELPA Administrator will assist with Inter-SELPA Transfers, as needed. Additionally, professional development and technical assistance is available upon request or as determined needed by the SELPA for LEAs and/or nonpublic schools.

Role of the individual LEAs:

- Each LEA, through their representative to the Superintendents' Council will determine the regional programs required to meet the needs of the students with disabilities within the SELPA. Additionally, each LEA is responsible for providing a full continuum of services in collaboration with the SELPA and supporting those regional programs provided by their LEA.

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:

Document Location:

Role of the RLA/AU:

- The AU will support and work collaboratively with the SELPA to ensure that distribution and allocation of funds are based on the SELPA Funding Allocation Plan.
- Receipt and distribution of any funds for the operation of special education programs to appropriate accounts.

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Description:

- Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.

Role of the Administrator of the SELPA:

The SELPA Administrator will

- Ensure that the distribution and allocation of funds to member LEAs is in alignment with the SELPA Funding Allocation Plan.
- Review, monitor and submit required fiscal reports as identified by the California Department of Education.
- Review and submit the Annual Budget Plan

Role of the individual LEAs:

- The individual LEAs through representation to the Superintendents' Council, determine and approve the allocation of funds to the member LEAs and the Annual Budget Plan. The LEAs will submit required fiscal reports, in a timely manner, as required by state and federal law.

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

Document Title:

Local Plan Section B Governance and Administration: Administration of Regionalized Operations and Services

Document Location:

WSGV SELPA Office

Description:

Direct Instructional support provided by the program specialist: Under the direction of the SELPA Administrator, direct instructional program support that may be provided by the program specialist(s) which shall include, but are not limited to:

- Participate and provide technical support in program development.
- Coordinate curricular resources.
- Facilitate the development and implementation of staff development and parent education activities.

Role of the RLA/AU:

- Coordinate curricular resources

Role of the Administrator of the SELPA:

- The SELPA Administrator or designee will supervise and evaluate the SELPA program specialist(s) and provide training and guidance to the program specialist(s) as need.

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Role of the individual LEAs:

- LEA program specialist(s), or like staff serving in a similar capacity, will provide direct instructional support to LEAs as requested or determined necessary.

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: Local Plan Section B Governance and Administration: Special Education Local Plan Area Services

Document Location: WSGV SELPA Office

Description:

Alhambra Unified School District (AUSD) and Temple City Unified School District are the regional providers for Early Start services for all member Local Educational Agencies (LEAs). AUSD serves all solely low incidence in the areas of orthopedically impaired and hearing impaired, and Temple City USD serves all solely low incidence for visually impaired identified children birth-3 years of age, providing service coordination and special education and related services. The WSGV SELPA and member LEAs will make timely referrals to the Regional Center for potentially eligible infants and toddlers with additional needs.

See Memorandums of Understanding between the WSGV SELPA and the East Los Angeles County Regional Center and San Gabriel Pomona Regional Center related to services for children aged birth to three years. For a listing of programs and/or services for children aged three through five years of age, refer to the Annual Service Plan.

Description:

Referrals for students ages 3, 4, and 5 who are not in transitional kindergarten or kindergarten are made to the child's school district of residence/special education accountability. Referrals for assessment may be received from parents, pediatricians, social workers or other community members. Parents will receive either an Assessment Plan or Prior Written Notice within 15 days of the referral. If an Assessment Plan is signed by the parent/guardian, the assessment will be completed within 60 days of receipt by the LEA.

Preschool special education services are provided to students with IEPs in a variety of ways according to LEA procedures. Some LEAs offer individual and small group instruction in special education class settings. Trans-disciplinary teams share their expertise, working with

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parents, in assessing, identifying and addressing the needs of preschool-age children. LEAs may work collaboratively to provide regionalized preschool services and/or programs within the SELPA. Some 3, 4 and 5-year old preschoolers with disabilities are enrolled in state preschool programs or Head Start as part of their IEP and receive special education and related services to support progress in that setting. The IEP team may determine that some preschoolers who are eligible for special education do not require individual and small group instruction to address their special education needs.

For a listing of programs and/or services for children aged birth through five years of age, refer to the Annual Service Plan.

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:

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Description:

governance activities specified in the Local Plan, it is the intent of the Superintendents' Council that issues be resolved at the lowest level possible in the SELPA's governance structure. The Superintendents' Council is the board of last resort. This process is intended to resolve disagreements within a period of 45 days, but is not intended to undermine local authority.

If a local educational agency disagrees with a decision or practice of another agency or the SELPA Office, that local educational agency has a responsibility to discuss and attempt resolution of the disagreement with the party, or parties directly involved. The parties involved will present the issues to their respective superintendents or designees who will attempt to resolve the matter. Either party may request direct assistance of the SELPA Administrator or designee, or Chairperson of the Superintendents' Council. If this process fails, the parties may pursue a hearing on the issues and resolution with the Superintendents' Council. The decision of the Superintendents' Council shall be final.

All LEA boards must approve the Local Plan for final submission to the state. If any board fails to approve the plan, that board shall notify all participating agencies of the reason for not approving the plan and request that the Administrative Unit (AU) Superintendent or designee conduct a hearing on the merits of the local board's objections and negotiate a settlement. If negotiations cannot be settled, the superintendent shall convene a three-person panel as follows: (1) one person selected by the LEA objecting to the plan, (2) one person selected by one of the LEAs agreeing to the plan, and (3) one person selected by mutual agreement of the other two appointees within five days. The decision of the panel will be binding for all parties involved in the dispute.

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:

The SELPA LEAs provides a full continuum of services to students identified with disabilities, including students in charter schools, alternative education, and students who are not in residence but approved to attend the LEA. Services are provided through each of the member LEAs and include varied types of interventions, including multi-tiered systems of support. The referral, assessment, and Individual Education Program (IEP)

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Description:

process is utilized to identify the needs of each individual student with disabilities. The LEA ensures that supplemental aids and services are provided in the Least Restrictive Environment (LRE). A student shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and where appropriate, utilized.

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:

Local Plan Section B Governance and Administration: Special Education
Local Plan Area Services

Document Location:

WSGV SELPA Office

Description:

The LEA, or SELPA on behalf of the LEA, shall oversee and evaluate all placements in nonpublic, nonsectarian schools. The LEA, or SELPA on behalf of the LEA, shall do the following:

- Annually verify the NPS has conducted training pursuant to EC 56366.1 (a)(4)
- Conduct one on-site visit to the NPS prior to placement of a pupil if the LEA does not have any pupils enrolled at the school at the time of placement
- Conduct one onsite monitoring visit each school year that the LEA has a pupil attending and which it maintains a master contract. The monitoring visit shall include:
 - A review of services provided to the pupil through the individual service agreement between the LEA and NPS
 - A review of progress the pupil is making toward the goals in the IEP
 - A review of progress the pupil is making toward the goals set forth in the pupil's behavior intervention plan, should one be included in the IEP
- Observation of the pupil during instruction
- Conduct a walkthrough of the facility
- The on-site monitoring visit shall be documented in a report to be submitted to the COE within 60 calendar days of the visit

The IEP team shall consider the onsite monitoring visit report when evaluating whether the student is making appropriate educational progress at the **NPS**.

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Each LEA, or SELPA on behalf of the LEA, shall oversee and evaluate placements in nonpublic, nonsectarian school placements for students. The LEA/SELPA shall ensure that the students' IEPs are being implemented.

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

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

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

Document Title: Local Plan Section B Governance and Administration: Special Education Local Plan Area Services

Document Location: WSGV SELPA Office

Description:

The LEAs of the SELPA shall:

- Seek out eligible adults residing within its boundaries
- Review and revise IEPs as necessary, including conducting annual reviews
- 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:

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- Eligible individuals are exempt from
 - o State and LEA-wide assessment programs
 - o Transition Planning and transition services
 - o 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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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	69,104,191	58.02%
AB 602 Property Taxes	4,726,419	3.97%
Federal IDEA Part B	18,514,856	15.55%
Federal IDEA Part C	193,780	0.16%
State Infant/Toddler	260,271	0.22%
State Mental Health	0	0.00%
Federal Mental Health	0	0.00%
Other Projected Revenue	26,302,855	22.08%
Total Projected Revenue:	119,102,372	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)

Teacher Residency (07282) \$1,000,000; Federal Mental Health (3327) \$206,135; We Can Work (5810) \$121,223; Regional Programs (6500) \$3,116,323; Workability (6520) \$556,256; State Mental Health (6546) \$1,476,870; Early Intervention Preschool (6547) \$439,722; LCFF Contribution \$19,283,489; Federal Transition Partnership Program (TPP) \$102,837

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

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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="82,392,223"/>	31.76%
Object Code 2000—Classified Salaries	<input type="text" value="43,852,709"/>	16.90%
Object Code 3000—Employee Benefits	<input type="text" value="58,367,427"/>	22.50%
Object Code 4000—Supplies	<input type="text" value="1,667,052"/>	0.64%
Object Code 5000—Services and Operations	<input type="text" value="57,372,113"/>	22.12%
Object Code 6000—Capital Outlay	<input type="text" value="16,559"/>	0.01%
Object Code 7000—Other Outgo and Financing	<input type="text" value="15,747,581"/>	6.07%
Total Projected Expenditures:	259,415,664	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:

Indirect Cost , Tuition-Regional Programs, and Expenditures for excess cost in Special Education Programs

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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	73,867,184	28.47%
Projected Federal Revenue	19,529,817	7.53%
Local Contribution	166,018,663	64.00%
Total Revenue from all Sources:	259,415,664	100.00%

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

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

D-9. Special Education Local Plan Area Allocation Plan

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

The SELPA's funding allocation model is reviewed/approved periodically by the Superintendents' Council. The plan reflects the SELPA's current understanding of statutory requirements and is subject to change by the Superintendents' Council if necessary, to conform to changes in statute or regulation, or to address changing needs within the SELPA.

There are 2 funds that are allocated as apportioned:

1.1 IDEA, Part B, Section 619, Preschool Staff Development (3345) is allocated to member districts based on Special Education preschool count.

1.2 AB602 (6500) is allocated to member districts using the higher ADA for each district of current, prior, or second prior P-2 ADA after the SELPA Office Budget allocation. The Out-of-Home Care Apportionment is allocated to the respective districts based on their foster youth, SNF, CCF, and

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ICF count. The Low Incidence Apportionment is used to reimburse districts for approved purchases of materials, equipment and repairs for qualifying students and the remainder balance is apportioned to the districts based on CDE's calculated prior year low incidence pupil count. The STRTP portion is held at the SELPA and allocated to the district's on a request basis and approved by the ADCO Committee.

There are 3 funds that are allocated to specific programs:

2.1 IDEA, Part C, Early Education Programs (3385) is allocated to the LEAs supporting Early Start based on students served in the prior year after the SELPA Office Budget allocation and AU 3%.

2.2 IDEA, Part B, Section 611, Special Education Alternate Dispute Resolution Program Grant (3395) is allocated to the SELPA Office for the purpose of training and implementation of Alternate Dispute Resolution (ADR) in special education after AU 3%.

2.3 Infant Program Entitlement (6510) is allocated to the LEA supporting Early Start Regional Programs after the SELPA Office Budget allocation.

There are 2 funds at that are not allocated as apportioned, but are in line with the required eligibility criteria of the funds.

3.1 IDEA, Part B, Section 611, Local Assistance Entitlement (3310) is allocated based on Prior Year P-2 ADA. The calculated Private School Proportionate Share from Local Assistance Entitlement is set aside by the SELPA to provide services to parentally-placed children with disabilities within the SELPA's geographic boundaries.

3.2 IDEA, Part B, Section 619, Federal Preschool (3315) is allocated based on Special Education preschool count.

Note that the Administrative Unit is entitled to claim 3% of all IDEA grants and the AB602's Program Specialists/Regionalized Services (RSPS) Apportionment.

IDEA federal and state revenues are distributed to member LEAs and SELPA Office on an expense reimbursement basis up to the amount allocated as per the SELPA Allocation Plan described above.

The SELPA Administrator monitors the appropriate use of IDEA, Regionalized Service Program Specialist funds, and state and federal grants for special education.

From the funds described above, the SELPA utilizes the SELPA Office Budget allocation for the following:

1. AB602 (6500) is used by the SELPA to fund the operating expenses of the SELPA Office and provide free professional development workshops to member LEAs.

2. IDEA, Part C, Early Education Programs (3385) and Infant Program Entitlement (6510) are used

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to compensate SELPA staff who provide training and support for staff of member LEAs and families of infants and toddlers with solely low incidence disabilities (3385) and exceptional needs (6510).

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	<input type="text" value="1,230,352"/>	24.09%
Object Code 2000—Classified Salaries	<input type="text" value="252,995"/>	4.95%
Object Code 3000—Employee Benefits	<input type="text" value="723,326"/>	14.16%
Object Code 4000—Supplies	<input type="text" value="102,207"/>	2.00%
Object Code 5000—Services and Operations	<input type="text" value="1,068,160"/>	20.91%
Object Code 6000—Capital Outlay	<input type="text" value="0"/>	0.00%
Object Code 7000—Other Outgo and Financing	<input type="text" value="1,731,068"/>	33.89%
Total Projected Operating Expenditures:	5,108,108	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.

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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)?

Effective 2020-21, Goals 5750 (Severely Disabled, ages 5-22) and 5770 (Nonseverely Disabled, ages 5-22) were eliminated and replaced with Goal 5760. Students with Low Incidence disabilities are classified as severely disabled (Goal 5750). LEAs may use locally defined goals to separate costs related to low incidence disabilities from other severe disabilities, but is not required for budgeting purposes. 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 LEAs who have anticipated expenditures 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 SACS 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

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

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

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

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

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

- 330—Specialized Academic Instruction/
Specially Designed Instruction

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

Adapting, as appropriate, to the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children. (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 option is available, but not currently needed at this time

- 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 option is available, but not currently needed at this time

- 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*

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 option is available, but not currently needed at this time

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

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

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 Instruction

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

Service is Not Currently Provided

350—Individual and Small Group Instruction

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

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

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

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

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*

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

This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual 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

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445—Assistive Technology

Service is Not Currently Provided

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

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

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)

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510—Individual Counseling

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

One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on 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.

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).

520—Parent Counseling

Service is Not Currently Provided

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

Individual or group counseling provided by a qualified individual pursuant to an 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).

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525–Social Worker

Service is Not Currently Provided

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

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

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).

535–Behavior Intervention

Service is Not Currently Provided

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

A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment. (CCR Title 5 §3001(d)).

540–Day Treatment

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

This service option is available, but not currently needed at this time

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Service is Not Currently Provided

545–Residential Treatment

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

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

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), including frequency and duration of the services to the student. (CCR Title 5 §3051.16 & 3051.18).

710–Specialized Deaf and Hard of Hearing

Service is Not Currently Provided

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

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

715–Interpreter

Service is Not Currently Provided

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

Sign language interpretation of spoken language to individuals, whose communication is

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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 *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 *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).

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

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

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

735—Braille Transcription *Service is Not Currently Provided*

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

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

740—Specialized Orthopedic *Service is Not Currently Provided*

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

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

745—Reading *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 option is available, but not currently needed at this time

750—Note Taking *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 option is available, but not currently needed at this time

755—Transcription *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 option is available, but not currently needed at this time

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

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

Therapeutic recreation and specialized instructional programs designed to assist pupils to

Section E: Annual Service Plan

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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 *Service is Not Currently Provided*

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

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.

Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist 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.

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).

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855—Job Coaching

Service is Not Currently Provided

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

A service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled, and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance.

860—Mentoring

Service is Not Currently Provided

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

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

865—Agency Linkages (referral and placement)

Service is Not Currently Provided

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

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

870—Travel and Mobility Training

Service is Not Currently Provided

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

Orientation and mobility services-- (i) Means services provided to blind or visually impaired children by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community.

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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"

Inclusion Consultation. Inclusion consultation provided by a certificated teacher in special education. Consultation designed to support the educational team in creating an inclusive environment. Consultation may include but is not limited to adjusting environmental arrangements, curriculum support strategies, and peer-assisted learning strategies. 34 CFR Section 300.3

Qualifications of the Provider Delivering "Other Related Service"

Certificated teacher in special education.

Description of the "Other Related Service"

Deaf and Hard of Hearing Consultation. DHH consultation provided by a certificated teacher in special education. Consultation designed to support the educational team in creating a positive learning environment for learners with deafness or hard of hearing. Consultation may include but is not limited to curriculum support strategies, using multiple modes of communication, American sign language, use of visuals, and learner-specific communication needs. 34 CFR Section 300.34

Section E: Annual Service Plan

SELPA: West San Gabriel Valley SELPA

Fiscal Year: 2024-25

Qualifications of the Provider Delivering "Other Related Service"

Certificated teacher in special education.

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: West San Gabriel Valley SELPA

Fiscal Year: 2024-25

Attachment I—Local Educational Agency Listing

Participating Local Educational Agency Identification

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

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

To Add or Delete Rows:

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

LEA Membership Changes:

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

SELPA County/District/School Codes

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

Attachment I

SELPA: West San Gabriel Valley SELPA

Fiscal Year: 2024-25

Add or Delete Row	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxxx	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	75713			Alhambra Unified	Michele	Yamarone	(626) 943-3430	yamarone_michele@ausd.us	Previously Reported
2	19	64261			Arcadia Unified	Katherine	Mahoney	(626) 821-8371	khahoney@ausd.net	Previously Reported
3	19	64469			Duarte Unified	Margaret	Akinnusi	(626) 599-5073	makinnusi@duarteusd.org	Previously Reported
4	19	64501			El Monte City Elementary	Juan	Munoz	(626) 453-3778	jmunoz2@emcsd.org	Previously Reported
5	19	64519			El Monte Union High	Leonard	Martinez	(626) 444-9005	leonard.martinez@emuhdsd.org	Previously Reported
6	19	64550			Garvey Elementary	Kitty	Louie	(626) 307-2267	klouie@gesd.us	Previously Reported
7	19	64790			Monrovia Unified	Alma	Ulloa	(626) 471-2071	aulloa@monroviachools.net	Previously Reported
8	19	64816			Mountain View Elementary	Stacey	DeKnikker	(626) 652-4987	sdeknikker@mtvieschools.net	Previously Reported
9	19	64931			Rosemead Elementary	Hoori	Chalian	(626) 312-2900	hchalian@rosemead.k12.ca.us	Previously Reported
10	19	75291			San Gabriel Unified	Natalie	Lehmann	(626) 451-5414	lehmann_n@sgusd.net	Previously Reported
11	19	64964			San Marino Unified	Rakhee	Comar	(626) 299-7000	roomar@smusd.us	Previously Reported
12	19	65029			South Pasadena Unified	Dennis	Lefevre	(626) 441-5810	dlefevre@spusd.net	Previously Reported

Attachment I

SELPA: West San Gabriel Valley SELPA

Fiscal Year: 2024-25

Add or Delete Row	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxxx	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	65052			Temple City Unified	Geoff	Zamarripa	(626) 548-5023	gzamarripa@tcusd.net	Previously Reported
14	19	65078			Valle Lindo Elementary	Elizabeth	Evans	(626) 580-0610	eevans@sd.vallelindo.k12.ca.us	Previously Reported

Attachment II

SELPA: West San Gabriel Valley SELPA

Fiscal Year: 2024-25

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

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

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

Attachment II

SELPA: West San Gabriel Valley SELPA

Fiscal Year: 2024-25

Attachment II—Projected Special Education Revenue by Local Educational Agency

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
1	Alhambra Unified	15,718,174	859,235	182,554	3,983,942	260,271	0	0	3,017,841	24,022,017
2	Arcadia Unified	7,173,369	527,709	0	1,882,136	0	0	0	0	9,583,214
3	Duarte Unified	5,673,504	405,147	0	1,320,013	0	0	0	0	7,398,664
4	EI Monte City Elementary	5,853,511	420,794	0	1,879,269	0	0	0	19,283,489	27,437,063
5	EI Monte Union High	6,306,277	451,218	0	1,569,283	0	0	0	265,460	8,592,238
6	Garvey Elementary	3,373,456	247,280	0	1,025,005	0	0	0	0	4,645,741
7	Monrovia Unified	3,959,036	284,837	0	1,107,357	0	0	0	209,433	5,560,663
8	Mountain View Elementary	4,033,356	287,114	0	1,188,871	0	0	0	0	5,509,341

Attachment II

SELPA: West San Gabriel Valley SELPA

Fiscal Year: 2024-25

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
9	Rosemead Elementary	1,839,263	134,639	0	510,745	0	0	0	0	2,484,647
10	San Gabriel Unified	4,148,911	302,451	0	1,159,967	0	0	0	410,309	6,021,638
11	San Marino Unified	2,327,170	172,035	0	587,341	0	0	0	1,250,000	4,336,546
12	South Pasadena Unified	3,756,239	276,268	0	961,685	0	0	0	0	4,994,192
13	Temple City Unified	4,226,299	308,033	11,226	1,149,003	0	0	0	1,866,323	7,560,884
14	Valle Lindo Elementary	715,626	49,659	0	190,239	0	0	0	0	955,524
	Totals:	69,104,191	4,726,419	193,780	18,514,856	260,271	0	0	26,302,855	119,102,372

Attachment III

SELPA: West San Gabriel Valley SELPA

Fiscal Year: 2024-25

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
1	Alhambra Unified	19,879,532	10,607,506	17,848,931	280,796	8,848,476	16,559	3,518,200	61,000,000
2	Arcadia Unified	9,807,688	8,411,197	8,084,158	163,575	2,116,652	0	285,311	28,868,581
3	Duarte Unified	4,604,057	2,534,630	2,519,768	299,407	4,682,667	0	0	14,640,529
4	El Monte City Elementary	9,965,503	5,311,969	6,642,793	124,374	5,080,469	0	311,955	27,437,063
5	El Monte Union High	8,627,610	2,007,905	4,127,098	116,753	8,369,008	0	722,094	23,970,468
6	Garvey Elementary	3,985,713	2,517,288	2,975,506	107,307	1,317,332	0	767,354	11,670,500
7	Monrovia Unified	3,394,191	1,515,280	2,156,634	42,534	2,663,330	0	17,797	9,789,766
8	Mountain View Elementary	5,351,516	2,509,853	3,032,168	86,205	2,936,701	0	2,753,582	16,670,025
9	Rosemead Elementary	1,785,746	776,833	1,088,813	117,249	3,227,077	0	786,771	7,782,489

Attachment III

SELPA: West San Gabriel Valley SELPA

Fiscal Year: 2024-25

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
10	San Gabriel Unified	4,682,705	2,246,000	3,601,408	67,473	3,796,586	0	2,742,141	17,136,313
11	San Marino Unified	2,530,098	1,624,429	1,754,318	57,512	2,226,548	0	1,054,232	9,247,137
12	South Pasadena Unified	3,506,384	1,778,298	2,263,578	76,143	7,879,711	0	433,139	15,937,253
13	Temple City Unified	3,936,932	1,848,304	2,022,064	115,180	3,854,816	0	2,029,513	13,806,809
14	Valle Lindo Elementary	334,548	163,217	250,190	12,544	372,740	0	325,492	1,458,731
	Totals:	82,392,223	43,852,709	58,367,427	1,667,052	57,372,113	16,559	15,747,581	259,415,664

Attachment IV

SELPA: West San Gabriel Valley SELPA

Fiscal Year: 2024-25

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
1	Alhambra Unified	4,270,879	21.87%	15,609,997	21.13%	41,119,124	19,880,876
2	Arcadia Unified	1,987,852	10.18%	7,701,078	10.43%	19,179,651	9,688,930
3	Duarte Unified	1,370,330	7.02%	6,300,272	8.53%	6,969,927	7,670,602
4	El Monte City Elementary	1,879,269	9.62%	6,274,305	8.49%	19,283,489	8,153,574
5	El Monte Union High	1,667,212	8.54%	7,022,955	9.51%	15,280,301	8,690,167
6	Garvey Elementary	1,025,005	5.25%	3,620,736	4.90%	7,024,759	4,645,741
7	Monrovia Unified	1,581,419	8.10%	4,350,469	5.89%	3,857,878	5,931,888
8	Mountain View Elementary	1,188,871	6.09%	4,320,470	5.85%	11,160,684	5,509,341
9	Rosemead Elementary	510,745	2.62%	1,973,902	2.67%	5,297,842	2,484,647

Attachment IV

SELPA: West San Gabriel Valley SELPA

Fiscal Year: 2024-25

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
10	San Gabriel Unified	1,159,967	5.94%	4,861,671	6.58%	11,114,675	6,021,638
11	San Marino Unified	587,341	3.01%	2,499,205	3.38%	6,160,591	3,086,546
12	South Pasadena Unified	961,685	4.92%	4,032,507	5.46%	10,943,061	4,994,192
13	Temple City Unified	1,149,003	5.88%	4,534,332	6.14%	8,123,474	5,683,335
14	Valle Lindo Elementary	190,239	0.97%	765,285	1.04%	503,207	955,524
Totals:		19,529,817	100.00%	73,867,184	100.00%	166,018,663	93,397,001

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	Alhambra Unified	0	110,000
2	Arcadia Unified	0	50,000
3	Duarte Unified	655,869	12,642,392
4	El Monte City Elementary	70,000	327,391
5	El Monte Union High	0	0
6	Garvey Elementary	0	0
7	Monrovia Unified	2,215,351	0
8	Mountain View Elementary	0	0
9	Rosemead Elementary	312,681	32,463

Attachment V

SELPA: West San Gabriel Valley SELPA

Fiscal Year: 2024-25

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
10	San Gabriel Unified	10,000	5,000
11	San Marino Unified	2,150,000	10,000
12	South Pasadena Unified	0	0
13	Temple City Unified	113,732	0
14	Valle Lindo Elementary	546,701	0
Totals:		6,074,334	13,177,246

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

Attachment VII

SELPA: West San Gabriel Valley SELPA

Fiscal Year: 2024-25

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

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

LEA Name	Add or Delete Row	LEA Status	Impacted SELPA Name	Impacted District, Charter, or School Name	Initiating SELPA Notification Date	SELPA Governing Board Notification Date	COE Notification Date	CDE Notification Date	Agreed Upon Effective Fiscal Year
Alhambra Unified		Delete This Row							
Arcadia Unified		Delete This Row							
Duarte Unified		Delete This Row							
El Monte City Elementary		Delete This Row							
El Monte Union High		Delete This Row							
Garvey Elementary		Delete This Row							
Monrovia Unified		Delete This Row							
Mountain View Elementary		Delete This Row							

Attachment VII

SELPA: West San Gabriel Valley SELPA

Fiscal Year: 2024-25

LEA Name	Add or Delete Row	LEA Status	Impacted SELPA Name	Impacted District, Charter, or School Name	Initiating SELPA Notification Date	SELPA Governing Board Notification Date	COE Notification Date	CDE Notification Date	Agreed Upon Effective Fiscal Year
Rosemead Elementary		Delete This Row							
San Gabriel Unified		Delete This Row							
San Marino Unified		Delete This Row							
South Pasadena Unified		Delete This Row							
Temple City Unified		Delete This Row							
Valle Lindo Elementary		Delete This Row							

DRAFT
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DISTRIBUTE



West San Gabriel Valley
Special Education Local Plan Area (SELPA)

NOTICE OF PUBLIC HEARING

The West San Gabriel Valley Special Education Local Plan Area (SELPA) hereby gives notice that a Public Hearing will be held as follows:

TOPIC OF HEARING

West San Gabriel Valley SELPA Local Plan Sections B Governance, Section D Annual Budget Plan and Section E Annual Service Plan for 2024-2025

A copy of the Local Plan Section B Governance, Annual Service Plan and Annual Budget Plan may be inspected at the West San Gabriel Valley SELPA office or the Special Education office in your district.

After the Public Hearing, the West San Gabriel Valley SELPA will adopt the 2024-2025 Local Plan, Sections B Governance, Section E Annual Service Plan and Section D Annual Budget Plan.

Hearing Date: May 16, 2024

Time: 9:00 a.m.

Location: West San Gabriel Valley SELPA
11204 Asher St.
El Monte, CA 91731

For additional information contact:
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