

Agenda

Meeting No. 4: 2023-24



9300 Imperial Highway, Downey, CA 90242
(562) 803-8338

Governance Council Meeting
May 23, 2024
8:00 a.m.

LACOE Education Center, Room 107
9300 Imperial Highway
Downey, CA 90242

Zoom Meeting Participant Information
[Join Zoom Meeting Link](#)
Meeting ID: 202 850 2366
Passcode: 1951

Governance Member Remote Participation

Rachel Villalobos	Academia Moderna & Prepa Tec LA – 8001 Santa Fe Avenue, Huntington Park, CA 90255
Courtney McCorkle	Heartland Charter School, 13829 Sherman Blvd., East Garrison, CA 93933
Jose Fernandez	Irvine International Academy - 4782 Karen Ann Lane, Irvine, CA 92604
Nadia Shaiq	ISANA, 3580 Wilshire Blvd., Suite 1130 Los Angeles, CA 90010
Josh Stock	Lashon Charter Academy & Lashon City - 7477 Kester Ave, Van Nuys, CA 91405
Rebecca Rodriguez	Los Angeles College Prep Academy – 625 Coleman Avenue, Los Angeles, CA 90042
Richard Moreno	Opportunities for Learning, Duarte, 1202 E. Huntington Drive, Duarte CA 91010
Yelena Shapiro	Opportunities for Learning, William S Hart – 27616 Newhall Ranch Rd. Santa Clarita CA 91355
Brock Champion	Options For Youth, Acton -17216 Slover Ave Suite L-102, Fontana, CA 92337
Paola Tapia	Russell Westbrook Middle & High School, 1700 W. 46th St, Los Angeles
Wendy Shmaeff	Village Charter Academy, 7357 Jordan Ave. Canoga Park , 91303
Zuzy Chavez	Jardin de la Infancia – 1400 S. Broadway, Los Angeles, CA 90015
Mailelei Penn	Granite Mountain Charter – 19632 Westwinds Lane, Huntington Beach, CA 92646

I. PRELIMINARY ACTIVITIES

- A. Call to Order
- B. Ordering of the Agenda
- C. Approval of the Minutes
 - 1. April 25, 2024 Governance Council Meeting

II. COMMUNICATIONS

- A. Public Comment

III. HEARINGS

- A. 2024-2025 Local Plan Sections: B Governance and Administration, D. Annual Budget Plan and E. Annual Service Plan and Attachments

IV. REPORTS / STUDY TOPICS

- A. Membership Report – [2024-2025 SELPA Applications](#)

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B. SELPA Reports

V. RECOMMENDATIONS

- A. Approval of the 2024-2025 Local Plan Sections: B. Governance and Administration, D. Annual Budget Plan, E. Annual Service Plan and Attachments
- B. Approval of the 2024-2025 Governance Council Calendar of Meetings and other Committee Calendars.

VI. CLOSING ITEMS

- A. SELPA Governance Council Calendar

VII. ADJOURNMENT



UNAPPROVED DRAFT
No. 3: 2023-2024

LOS ANGELES COUNTY CHARTER SELPA
GOVERNANCE COUNCIL MEETING

April 25, 2024

The Governance Council Meeting of the LAC Charter SELPA was held on Thursday, April 25, 2024, at 9300 Imperial Highway, Downey California 90242 and remotely through Zoom.

PRESENT:

1. Loretta Burns (Blue Ridge Academy)
2. Mailelei Penn (Granite Mountain)
3. Courtney McCorkle (Heartland Charter School)
4. James McGrath (Intellectual Virtues Academy)
5. Nadia Shaiq (Isana Achnar)
6. Maricela Ramirez (LACOE)
7. Josh Stock (Lashon Charter Academy)
8. Josh Stock (Lashon Academy City Charter)
9. Rebecca Rodriguez (Los Angeles College Prep Academy)
10. Richard Moreno (Opportunities for Learning, Duarte)
11. Yelena Shapiro (Opportunities for Learning, William S. Hart)
12. Brock Champion (Options for Youth, Acton)
13. Paola Tapia (Russell Westbrook Why Not? High School)
14. Paola Tapia (Russell Westbrook Why Not? Middle School)
15. Beatriz Gutierrez (Soleil Academy)
16. Wendy Shmaeff (Village Charter Academy)
17. Sarah Bach (Sycamore Creek Community Charter School)
18. Anita Ravi (We the People High School)

ABSENT:

1. Ricardo Mireles (Academia Avance)
2. Xavier Reyes (Academia Moderna)
3. Alejandro Gomez (Bridges Preparatory Academy)
4. Erin Whalen (DaVinci RISE)
5. Nick Sessions (Edward B. Cole Sr. Academy)
6. Taylor Moore (ICEF Inglewood Charter Elementary Charter Academy)
7. Padmini Srinivasan (International School for Science and Culture)
8. Jose Fernandez (Irvine International Academy)
9. Zuzy Chavez (Jardin de la Infancia)
10. Jolene Yee (Mayacamas Charter Middle School)
11. Xavier Reyes (Prepa Tec LA MS)
12. Jubria Lewi (SEEDS LA)

SELPA STAFF and GUESTS: Jim Anderson (LACOE); Damali Thomas (LACOE); Alyssa Martinez (LACOE); and Krystal Walton (LACOE); Sarah Bach (Sycamore Creek Community Charter School).

I. PRELIMINARY ACTIVITIES

A. Call to Order: The meeting was called to order at 8:06 a.m. with 18 LEA members in attendance.

B. Approval of the Agenda

The agenda was accepted with one noted change. It was noted that Dr. Burns was in attendance in person for the meeting and not remotely as the Agenda indicated. Members discussed the presence of chat bots in the meeting, and they were dismissed from the meeting.

Moved Approval: Loretta Burns

Aye: 27; **Nay:** 0; **Abstention:** 0; **Motion:** Carried.

C. Approval of the Minutes

January 25, 2024, Governance Council Meeting

Moved Approval: Maricela Ramirez; **Second:** Wendy Shmaeff

Aye: 27; **Nay:** 0; **Abstention:** 0; **Motion:** Carried.

II. COMMUNICATIONS

A. Public Comment – there was no public comment.

III. HEARINGS (none)

IV. REPORTS / STUDY TOPICS

A. Membership Report

Dr. Sarah Bach, Executive Director of Sycamore Creek Community Charter School shared information about restorative talking circles training offered by Fusion Academy.

B. SELPA Reports

The SELPA team conducted a thorough review of fiscal updates and reminders during our recent meeting. This included discussions on unused 2022-2023 Local Assistance Grant Funding (IDEA restricted funding), unused 2022-2023 Federal Mental Health Funding, unallocated 2023-2024 Local Assistance Grant Funding (IDEA restricted funding), and recommendations for Allocation Plan Language changes to address future unused federal grant funds.

Additionally, the Governance Section changes for the 2024-2025 Local Plan were carefully examined. The SELPA team also reviewed information regarding potential new applicants.

Lastly, we discussed the release of the 2024 Annual Determination Letters, Compliance Improvement Monitoring (CIM), Smalls Monitoring, IEP Implementation, Student

Degree of Support, CALPADS Spring Roadshow, and the Personnel Data Report certification deadline of April 30, 2024, for LEA members.

V. RECOMMENDATIONS

- A. Approve removal of Artificial Intelligence (AI) recording features during SELPA meetings.

Moved Approval: Beatriz Gutierrez; **Second:** Nadia Shaiq

Aye: 27; **Nay:** 0; **Abstention:** 0; **Motion:** Carried.

- B. Approve reallocation of unused 22-23 IDEA Local Assistance Funds (restricted funding) of \$284,085 and reallocation of unused 22-23 Federal Mental Health Funds in the Amount of \$15,576 to members that express an interest.

Moved Approval: Wendy Shmaeff; **Second:** Sarah Bach

Aye: 27; **Nay:** 0; **Abstention:** 0; **Motion:** Carried.

- C. Approve Allocation Plan language to address unused/unallocated funds in future years.

Moved Approval: Sarah Bach; **Second:** Wendy Shmaeff

Aye: 27; **Nay:** 0; **Abstention:** 0; **Motion:** Carried.

VI. CLOSING ITEMS

A. SELPA Calendars

The date of the next Governance Council meeting as scheduled for May 23, 2024 was shared with the members.

VII. ADJOURNMENT

Meeting Adjournment

The Governance Council meeting was adjourned at 9:00 a.m.

Item IV. **REPORTS / STUDY TOPICS**

A. Membership Report – **Discussion and Information**

1. [2024-25 SELPA Applicants](#)

1. Options for Youth -Victor Valley – 10/30/23 Notice of Intent to Apply received. Verbal withdrawal May 15, 2024
2. Options for Youth – Duarte – 2/15/2024 Notice of Intent to Apply received. Written withdrawal May 6, 2024
3. Explore Public Schools – 4/30/2024 Notice of Intent to Apply received.

2. 2023-24 LAC Charter SELPA Members (**30 Members; 16 quorum**)

1. Academia Avance
2. Academia Moderna Charter School
3. Blue Ridge Academy
4. Bridges Preparatory Academy
5. Da Vinci Rise Charter School
6. Edward B. Cole Sr. Academy
7. Granite Mountain
8. Heartland Charter School
9. ICEF Inglewood Charter Elementary
10. Intellectual Virtues Academy
11. International School for Science & Culture
12. Irvine International Academy
13. Isana Academies Achnar
14. Jardin de la Infancia
15. Los Angeles County Office of Education
16. Lashon Academy Charter
17. Lashon Academy City Charter
18. Los Angeles College Prep Academy
19. Mayacamas Charter Middle School
20. Opportunities for Learning, Duarte
21. Opportunities for Learning, William S. Hart
22. Options for Youth – Acton
23. Prepa Tec Los Angeles Middle School
24. Russell Westbrook Why Not? High School
25. Russell Westbrook Why Not? Middle School
26. SEED School of Los Angeles County
27. Soleil Academy
28. Sycamore Creek Community Charter School
29. Village Charter Academy
30. We the People High School

Item IV. **REPORTS / STUDY TOPICS**

- B. SELPA Reports – Information and Discussion
 - 1. Finance & Governance
 - a. Fiscal Updates and Reminders
 - Section B. Annual Budget Plan
 - b. Current Governance Documents
 - [Local Plan](#)
 - [Allocation Plan](#)
 - [Participant's Agreements](#)
 - c. [24-25 Local Plan Updates](#)
 - Section B. Governance and Administration
 - Section D. Annual Budget Plan
 - Section E. Annual Service Plan
 - Attachment
 - 2. Data, Accountability, Compliance & CDE - informational
 - a. CDE Monitoring & Reporting
 - Compliance Improvement Monitoring (CIM)
 - Small LEA Monitoring (CIM-S)
 - IEP Implementation
 - b. CALPADS
 - EOY 3 & 4 Official Data Submission Window
5/7/2024 -7/26/2024
 - SELPA Certification Deadline 7/19/2024
 - CALPADS & SELPA Data Support Meetings
 - Student Degree of Support
 - 3. [Ad Hoc Committee](#)
 - a. No Ad Hoc Meeting following this meeting
 - 4. Ed Code, Policy and Legislative Updates – Open Discussion by Members
 - a. [Education Code 51225.31 Alternative Pathway to Diploma](#)
 - b. [AB 2173 Addis: Special Education: emotional disability](#)



“You have questions? We have answers!”

CALPADS DATA SUPPORT TEAM IS HOSTING

“CALPADS SPED DATA OFFICE HOURS”

TO PROVIDE UPDATES AND LIVE ANSWERS

TO EOY 3 AND EOY 4 QUESTIONS

EVERY MONDAY, FROM 3:00—4:30 P.M., UNTIL AUGUST 12, 2024

REGISTRATION LINK:

[CALPADS Special Education Data Office Hours Registration](#)

CA SCHOOL INFORMATION SERVICES (CSIS) IS HOSTING

“CALPADS Q&A/OFFICE HOURS”

EVERY WEDNESDAY AT 3 P.M.

NO REGISTRATION REQUIRED!

[CALPADS Q&A Zoom Link](#)

STARTING MAY 24, 2024, LAC CHARTER SELPA WILL HOST

“LAC CHARTER SELPA CALPADS OFFICE HOURS”

EVERY FRIDAY , FROM 2:00—4:00 PM, UNTIL AUGUST 9, 2024

[LAC Charter SELPA CALPADS Office Hours Zoom Link](#)

FOR ADDITIONAL RESOURCES, GO TO [CSIS CALPADS SUPPORT](#) AND [CALPADS FAQs](#)

Item V. **RECOMMENDATIONS**

- A. Approval of the 2024-2025 Local Plan Sections: B. Governance and Administration, D. Annual Budget Plan, E. Annual Service Plan, and F. Attachments

In compliance with the requirement of Education Codes 56195(c); 56205(a)(b), the Governance Council is holding a Public Hearing of the Los Angeles County Charter SELPA Local Plan Sections:

- B. Governance and Administration
- D. Annual Budget Plan
- E. Annual Service Plan
- F. Attachments

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

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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 Los Angeles County Charter (LAC Charter) Special Education Local Plan Area (SELPA), herein referred to as the LAC Charter SELPA or SELPA, ensures enrolled students with disabilities are served by SELPA member LEA schools and programs for students ages 5 through 21, inclusive. Under Education Code 56195.1(c), the LAC Charter SELPA is a multi-LEA SELPA including both the Los Angeles County Office of Education as an LEA member, Responsible Local Agency and Administrative Unit and authorized California Charter Schools who: are LEA's for special education purposes, applied for SELPA membership and have been approved for SELPA membership by the SELPA Governance Council. As such, the geographical area of the SELPA may include authorized LEA Charter Schools from across California.

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

The administrative structure of the *Los Angeles County Charter Special Education Local Plan Area* (SELPA) incorporates executive leadership and management staff from all participating LEA members. The structure is a framework providing supervision over all programs and services ensuring access to special education and related services for all individuals with exceptional needs throughout the SELPA. The participating LEA's and the Community Advisory Committee provide appropriate support to the governance and implementation of the SELPA.

Boards of Education - Each participating local education agency (LEA) Board of Education shall:

- Adopt local policies and administrative regulations as required by law to support the Local

Plan. LEA's update local policies per procedures specific to each LEA.

- Be represented by an LEA Board approved LEA/school executive leadership representative on the Governance Council.
- Select and approve two representatives with full LEA voting authority.
- Maintain responsibility for programs it operates including employment and evaluation of personnel, except where noted.
- Appoint members and alternates to the Community Advisory Committee.
- Adopt policies as required by law relative to Due Process Procedures in accordance with EC 56501-56507*
- Adopt policies as required by law relative to Complaint Procedures in accordance with EC 56500.2*
- Adopt policies as required by law relative to all Procedural Safeguards of "IDEA" (Individuals with Disability Education Act) in accordance with EC 56500*
- Post Annual Budget and Service Plan Hearing notices at each school site in the LEA at least fifteen days in advance of the Public Hearing.

*The description of due process in Education Code Section 56500-56507, for purposes of Code of Federal Regulations, 34

C.F.R. 300.237, are hereby included in the local plan by reference.

County Board of Education/County Superintendent of Schools

The Los Angeles County Board of Education, as the Responsible Local Agency (RLA) shall:

- Approve contractual agreements for all Special Education Local Plan Areas for which the County is the RLA and which meet the requirement of EC 56200 and hereafter referred to as "local plan."
- Verify the Certificate of Assurances and Certificate of Compatibility by the County Superintendent of Schools.
- Approve written agreements for regionalized services and adopt budgets for those services.
- Approve budgets for all programs operated by the County Office.
- Adopt policies and budgets to assure the appropriate placement of individuals with exceptional needs who reside in licensed children's institutions, foster homes, and court schools.
- Approve SELPA policies, which affect the County's role as RLA or which affect programs operated by the County Office.
- Appoint representation to the Community Advisory Committee.

Resolution/Mediation Procedures for Differences at the Governing Board Level

All participating LEA Boards must approve the local plan for submission to the State. If any LEA board fails to approve the local plan, that board shall notify all other participating agencies of the reasons for not approving the plan and request that the County 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 RLA superintendent or designee shall convene a three-person

panel as follows: (1) one person selected by the LEA objecting to the plan, (2) one person selected by the LEA agreeing to the plan, (3) one person selected by mutual agreement of the other two appointees within 5 days. The decision of the panel will be binding for all parties involved in the dispute. The County Board shall approve local written agreements if a simple majority of local boards have approved the agreements. If a vote results in a 50/50 split, the action of the County Board shall be decisive. If the written agreement for local requirements is not approved, the agreement shall be revised within two weeks in accord with instructions from the County Board and resubmitted to all participating districts. This process shall be repeated until agreement is reached by a simple majority.

Process for Joining the SELPA

A local education agency (LEA) seeking status for special education funding as an LEA may request to join the SELPA through the following procedure:

- Notification of their intent to apply to the SELPA
- Complete and submit the SELPA Membership Application with a target submission deadline of May 15th.
- The Governance Council will review all available application materials. As necessary and appropriate, the Governance Council and/or their designee may request additional information, including a face-to-face meeting with the LEA and/or charter school.
- The SELPA will review the application and conduct a special education capacity interview of the LEA.
- The SELPA will summarize the application and the capacity interview and report to the Governance Council as part of the decision making process.
- Applicant executive leadership, including LEA Board members, should be prepared to present to the Governance Council an overview of their Charter petition and capacity to serve students with disabilities.
- A final decision will be made by the Governance Council regarding membership and the projected start date.
- The SELPA may approve a guest status for a LEA applying for membership as an LEA for funding purposes to attend Program Council meetings during the process of reviewing the application for membership.
- The Governance Council may elect to approve or deny any request for membership based upon a review of the application and noted fiscal and programmatic issues. Priority for approval shall be requests where the programmatic issues are compatible with the SELPA Local Plan and fiscal issues are revenue neutral.

Requirements for all approved new members into the SELPA:

1. Agreement of all sections of the Local Plan and adoption of the LEA governance body.
2. Agreement of approved actions of the SELPA Governance Council as contained in approved Governance Council minutes.

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3. Agreement that the member LEA maintains responsibility for all aspects of providing special education and related services, including the contracting and cost of any nonpublic school or agency, attorney representation as part of mediation, due process/or complaint processing and other costs associated with the provision of special education and related services.
4. Agreement to provide fiscal and student data required by the CDE in such a manner as to be communicative with CALPADS and any other required data system to be compliant with the CDE.
5. Agreement to all sections of the SELPA Participants Agreement and adoption by the LEA Governance body.
6. As appropriate and voluntary on the part of a LEA or charter, agreement to representation via a SELPA approved Joint Powers Agreement (JPA).
7. All new members to the SELPA shall attend the new member orientation.
8. As appropriate, all LEAs new to the SELPA shall attend the SEIS Code Stack Conference.
9. All new LEAs to the SELPA shall have at least two executed contracts with an NPA for related services on or before the first day of school.

The SELPA may approve membership of a group of LEAs and/or charter schools who elect to form a Joint Powers Agreement(JPA). The SELPA may develop a JPA for purposes of addressing small LEA/charter needs as a voluntary option for membership. Such development shall be approved by the Governance Council. The SELPA may elect to allow an existing JPA to join the SELPA up to a total of three JPAs maximum. It is understood that the JPA shall have voting privileges based on the total ADA of all JPA members and is entitled to the same representation as any individual LEA or charter school. The SELPA Director shall be an ex-officer member (non-voting) of this SELPA developed JPA and have access to other member JPAs to address issues consistent with the Local Plan. Approval for membership into the SELPA shall be by any majority vote of the voting members of the Governance Council. Such membership requires the applicant to agree to the provisions of the current SELPA Local Plan, including policies and items approved by the SELPA governance and administrative structure. Such adoption of the current Local Plan and Participant's Agreement shall not require reauthorization of the Local Plan by all members. Such membership shall be indicated via the addition of the new member's name on the Local Plan and Participant's Agreement without new approvals by other members. In addition, the member must adopt local policies and administrative regulations or procedures sufficient to support the Local Plan and in compliance with state or federal review. Failure to comply with the criteria listed above shall result in the withholding of any funding allocations or portions of allocation until compliance of those items is completed.

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LEA Executive Leadership: Superintendent/Executive Director/Chief Officer/Director

The executive leadership of each participating LEA:

- Shall continue to be responsible to their Boards for the administration of programs located within their schools.
- Shall inform their Boards of all aspects of the SELPA Local Plan for Special Education.
- Shall recommend policies to their Boards for adoption. These policies shall address legal requirements and issues of concern to the member agencies of the SELPA.
- Shall implement and administer policies recommended by the Governance Council and adopted by the LEA Board.
- Shall be responsible for:
 - a) The administration of all special education programs under the jurisdiction of their Boards of Education.
 - b) The submission of proposed policies by the Governance Council to Boards of Education with appropriate recommendations.
 - c) The implementation of policies and procedures adopted by the SELPA.
 - d) Ongoing collaboration with the SELPA director and various SELPA Councils and committees necessary to implement the Local Plan.
 - e) Timely submission of all required fiscal and student data required for compliance.

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)]

Participating LEA Boards have approved the Governance Council as the governing entity of the SELPA with all actions taken by the Council serving as the official position of the SELPA and the participating member LEA's. The Governance Council shall have the authority to approve policies and procedures for coordination and implementation of the local plan and the annual approval of the Annual Budget and Service Plan at a special Public Hearing and meeting held by the Council.

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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 Los Angeles County Office of Education (LACOE) is a participating LEA member, the Responsible Local Agency (RLA) and the Administrative Unit (AU). In the event there is a need or reason to change the RLA, the Governance Council would notify in writing the RLA at least one year in advance of such action. If the RLA requested to be relieved of their responsibility, the RLA shall notify in writing the Governance Council at least one year in advance of such action.

RLA Responsibilities (Refer also to Approved Participant's Agreement)

The Los Angeles County Office of Education shall perform the functions of the RLA as coordinated by the SELPA Director as follows:

- 1) Receive and disburse regionalized service funds according to the allocation plan to include, but not be limited to, personnel development, evaluation, data collection, maintain a management information system, appropriate use of federal, state and local funds allocated for special education.
- 2) Provide support to the SELPA Director, Governance Council, Program Council and other SELPA Committees consistent with the expectations of the Governance Council.
- 3) Provide assistance to the Program Council in the development of policies and procedures to assure procedural safeguards to individuals with exceptional needs and their parents.
- 4) Assist the LEA members in meeting all aspects of the Local Plan including the Local Education Assurances.
- 5) Compile data and submit reports for the annual budget and services plans and other fiscal and data reports that may be required by the state.

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 membership includes special education parents, regular education teachers, representatives from community agencies, support staff, and administrators. The role of the CAC in the development of the local plan is to:

- Select representatives from the CAC to serve on the Local Plan Amendment Committee
- Provide input and review drafts
- Provide a forum for members of the public, including parents or guardians of students with disabilities who are receiving services under the plan to address questions or concerns
- Provide input to the Governance Council

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

At least every three years during the annual budget and service plan process, the Governance Council will review the Local Plan and determine if changes or amendments to the Governance and Administration Structure of the Local Plan may be needed. At that time, any public input and consultation can be provided by anyone including special education and regular education teachers, and administrators selected by the groups they represent as well as parent members of the CAC to ensure information contained within the plan remains relevant and accurate. The CAC may also review the local plan at one of their meetings preceding the Governance Council review.

Each year, the SELPA shall adopt annual budget and service plans at a public hearing scheduled at a Governance Council Meeting. As it is a public hearing, it provides for public input and consultation by anyone including special education and regular education teachers, and administrators selected by the groups they represent as well as parent members of the CAC. The CAC may also review the annual budget and service plans at one of their meetings preceding the Governance Council adoption.

When the Governance Council determines that an amendment to the Governance and Administration Section of the local plan is needed, the following process occurs:

The SELPA Administrator, or designee, shall be responsible for the coordination of the

amendment of the local plan, and pursuant to Education Code 56195.3 and 56195.9, shall gather committee representatives of the following groups:

- Special and General Education Teachers - Selected by their peers
- Parent members of the Community Advisory Committee
- Parents - Selected by the CAC Committee

These representatives will provide input, review drafts and make recommendations to the Governance Council in the development or amendment the Local Plan.

During the amendment process, the Governance Council reviews the recommendations of the CAC, reviews drafts of gathered representatives, seeks input from the governing boards of their respective LEAs, and reviews and approves the final draft of the local plan for submission to the local governing boards for approval.

The Governance Council may adopt amendments to the permanent portion of the Local Plan on an interim basis, not to exceed one school year. Amendments approved in this manner shall become permanent upon subsequent approval by all LEAs' governing boards and the California Department of Education.

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 Los Angeles County Office of Education (LACOE) is the Responsible Local Agency (RLA) and the Administrative Unit (AU). In the event there is a need or reason to change the RLA, the Governance Council would notify in writing the RLA at least one year in advance of such action. If the RLA requested to be relieved of their responsibility, the RLA shall notify in writing the Governance Council at least one year in advance of such action.

RLA Responsibilities (Refer also to Participant's Agreement)

The Los Angeles County Office of Education shall perform the functions of the RLA as coordinated by the SELPA Director as follows:

- 1) Receive and disburse regionalized service funds according to the allocation plan to include, but not be limited to, personnel development, evaluation, data collection, maintain a management information system, appropriate use of federal, state and local funds allocated for special education.
- 2) Provide support to the SELPA Director, Governance Council, Program Council and other SELPA Committees consistent with the expectations of the Governance Council.

Section B: Governance and Administration

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- 3) Provide assistance to the Governance Council in the development of policies and procedures to assure procedural safeguards to individuals with exceptional needs and their parents.
- 4) Assist the LEA members in meeting all aspects of the Local Plan including the Local Education Agency Assurances.
- 5) Compile data and submit reports as required and also need for the annual budget and services plans and other fiscal and data reports that may be required by the state.

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)]

As captured in the Governance and Administration Structure of the Local Plan and further specified within executed Participants Agreement between each LEA member, the RLA/AU and the SELPA, each participating LEA SELPA member maintains responsibility for all aspects of providing special education and related services to their students including the contracting and cost of any nonpublic school or agency, attorney representation as part of mediation, due process/or complaint processing and other costs associated with the provision of special education and related services.

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)]

Boards of Education - Each participating local education agency (LEA) Board of Education

- Shall adopt local policies and administrative regulations as required by law to support the Local Plan. LEA's update local policies per procedures specific to each LEA.
- Will be represented by an LEA Board approved LEA/school executive leadership representative on the Governance Council.
- Each LEA Board will select and approve two representatives with full LEA voting authority.
- Shall maintain responsibility for programs it operates including employment and evaluation of personnel, except where noted.
- Shall appoint members and alternates to the Community Advisory Committee.
- Shall adopt policies as required by law relative to Due Process Procedures in accordance with EC 56501-56507*
- Shall adopt policies as required by law relative to Complaint Procedures in accordance with EC 56500.2*

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- Shall adopt policies as required by law relative to all Procedural Safeguards of “IDEA” (Individuals with Disability Education Act) in accordance with EC 56500*
 - Shall post Annual Budget and Service Plan Hearing notices at each school site in the LEA at least fifteen days in advance of the Public Hearing.
- *The description of due process in Education Code Section 56500-56507, for purposes of Code of Federal Regulations, 34 C.F.R. 300.237, are hereby included in the local plan by reference.

County Board of Education/County Superintendent of Schools

The Los Angeles County Board of Education, as the Responsible Local Agency (RLA) shall:

- Approve contractual agreements for all Special Education Local Plan Areas for which the County is the RLA and which meet the requirement of EC 56200 and hereafter referred to as “local plan.”
- Verify the Certificate of Assurances and Certificate of Compatibility by the County Superintendent of Schools.
- Approve written agreements for regionalized services and adopt budgets for those services.
- Approve budgets for all programs operated by the County Office.
- Adopt policies and budgets to assure the appropriate placement of individuals with exceptional needs who reside in licensed children’s institutions, foster homes, and court schools.
- Approve SELPA policies, which affect the County’s role as RLA or which affect programs operated by the County Office.
- Appoint representation to the Community Advisory Committee.

- 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)]

LEA Executive Leadership: Superintendent/Executive Director/Chief Officer/Director

The executive leadership of each participating LEA shall:

- Be responsible to their Boards for the administration of programs located within their schools.
- Inform their Boards of all aspects of the SELPA Local Plan for Special Education.
- Recommend policies to their Boards for adoption. These policies shall address legal requirements and issues of concern to the member agencies of the SELPA.
- Implement and administer policies recommended by the Governance Council and adopted by the LEA Board.
- Be responsible for:
 - a) The administration of all special education programs under the jurisdiction of their Boards of

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- b) The submission of proposed policies by the Governance Council to Boards of Education with appropriate recommendations.
- c) The implementation of policies and procedures adopted by the SELPA.
- d) Ongoing collaboration with the SELPA director and various SELPA Councils and committees necessary to implement the Local Plan.
- e) Timely submission of all required fiscal and student data required for compliance.

- 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)]

Each participating local education agency (LEA) shall:

- Adopt local policies and administrative regulations as required by law to support the Local Plan. LEA's update local policies per procedures specific to each LEA.
- Be represented by an LEA Board approved LEA/school executive leadership representative on the Governance Council.
- Select and approve two representatives with full LEA voting authority.
- Maintain responsibility for programs it operates including employment and evaluation of personnel, except where noted.
- Appoint members and alternates to the Community Advisory Committee.
- Adopt policies as required by law relative to Due Process Procedures in accordance with EC 56501-56507*
- Adopt policies as required by law relative to Complaint Procedures in accordance with EC 56500.2*
- Adopt policies as required by law relative to all Procedural Safeguards of "IDEA" (Individuals with Disability Education Act) in accordance with EC 56500*
- Post Annual Budget and Service Plan Hearing notices at each school site in the LEA at least fifteen days in advance of the Public Hearing.

*The description of due process in Education Code Section 56500-56507, for purposes of Code of Federal Regulations, 34 C.F.R. 300.237, are hereby included in the local plan by reference.

The Los Angeles County Office of Education shall:

- Approve contractual agreements for all Special Education Local Plan Areas for which the County is the RLA and which meet the requirement of EC 56200 and hereafter referred to as "local plan."

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- Verify the Certificate of Assurances and Certificate of Compatibility by the County Superintendent of Schools.
- Approve written agreements for regionalized services and adopt budgets for those services.
- Approve budgets for all programs operated by the County Office.
- Adopt policies and budgets to assure the appropriate placement of individuals with exceptional needs who reside in licensed children's institutions, foster homes, and court schools.
- Approve SELPA policies, which affect the County's role as RLA or which affect programs operated by the County Office.
- Appoint representation to the Community Advisory Committee.
- Perform the functions of the RLA as coordinated by the SELPA Director as follows:
 - 1) Receive and disburse regionalized service funds according to the allocation plan to include, but not be limited to, personnel development, evaluation, data collection, maintain a management information system, appropriate use of federal, state and local funds allocated for special education.
 - 2) Provide support to the SELPA Director, Governance Council, Program Council and other SELPA Committees consistent with the expectations of the Governance Council.
 - 3) Provide assistance to the Program Council in the development of policies and procedures to assure procedural safeguards to individuals with exceptional needs and their parents.
 - 4) Assist the LEA members in meeting all aspects of the Local Plan including the Local Education Assurances.
 - 5) Compile data and submit reports as required and also need for the annual budget and service plans and other fiscal and data reports that may be required by the state.

Resolution/Mediation Procedures for Differences at the Governing Board Level

All participating LEA Boards must approve the local plan for submission to the State. If any LEA board fails to approve the local plan, that board shall notify all other participating agencies of the reasons for not approving the plan and request that the County 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 County 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 the LEA agreeing to the plan, (3) one person selected by mutual agreement of the other two appointees within 5 days. The decision of the panel will be binding for all parties involved in the dispute. The County Board shall approve local written agreements if a simple majority of local boards have approved the agreements. If a vote results in a 50/50 split, the action of the County Board shall be decisive. If the written agreement for local requirements is not approved, the agreement shall be revised within two weeks in accord with instructions from the County Board and resubmitted to all participating districts. This process shall be repeated until agreement is reached by a simple majority.

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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)]

A SELPA Director shall be employed by the Responsible Local Agency (RLA) or, as approved by the Governance Council in agreement with the RLA. Placement on the salary schedule of the RLA shall be in keeping with education, experience and the placement of other management employees of the RLA with comparable titles and responsibilities in accordance with personnel procedures. Governance Council members may participate in the RLA interview and selection process when hiring for the SELPA Director position and may recommend a final candidate to LACOE for final selection as the hiring RLA.

The SELPA Director shall be evaluated annually by the LACOE as the RLA with input from the Chair of the Governance Council and Program Council including, when appropriate, recommendations for continued assignment in the position. The Chair of the Governance Council may submit input for members of the Governance Council.

The SELPA administrative support staff is the responsibility of LACOE as the RLA in accordance with their personnel practices. The Governance Council may make recommendations based on SELPA and LEA needs for additional SELPA staff to support specific functions under the direction of the SELPA Director.

- 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)]

Federal and state funds are received by LACOE as the Administrative Unit and distributed to the SELPA and participating LEA members in accordance with the Governance Council Approved Allocation Plan and in accordance with all relevant Education Codes. The allocation plan may be reviewed and revised as needed to address changes in funding or SELPA needs. At least every three years, as the Governance Council reviews and revises the Governance and Administration section in accordance with Education Code the allocation plan will be reviewed.

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

As described throughout the Governance and Administration Structure of the Local Plan, each participating LEA maintains responsibility for special education programs and services to ensure special education and related services pursuant to a student's IEP are provided to students with disabilities enrolled in their schools. Each LEA is responsible for maintaining practices, procedures and policies toward compliance with the Local Plan and all applicable state and federal laws.

Specifically, each participating LEA will:

1. Maintain the responsibility for providing the programs and services described in the Annual Budget and Service Plans.
2. Bring changes to the Annual Budget and Service Plans to the Program Council for consideration and approval.
3. Significant changes in existing regionalized program operation, delivery of services or facilities must be brought to the attention of the SELPA in writing one year in advance of anticipated change. SELPA members will receive support for considering membership options for regionalized programs. Final approval shall be made by the Governance Council.

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

The role of the RLA/AU in the monitoring the appropriate use of federal, state, and local funds allocated for special education programs is to monitor through the review of expenditure reports, special education maintenance of effort reports, or any other documents to ensure appropriate use of these funds. Consistent with education code, the Los Angeles County Office of Education will review any fiscal audits.

The role of the SELPA Administrator, or designee, in the monitoring the appropriate use of federal, state, and local funds allocated for special education programs is to review expenditure reports, special education maintenance of effort reports, and any other necessary documents to review for appropriate use of the funds and take any corrective steps that may be necessary. The SELPA Administrator, or designee, may provide technical assistance to individual LEAs as appropriate.

The role of the individual LEAs in the monitoring the appropriate use of federal, state, and local funds allocated for special education programs is to monitor the appropriate use of federal, state and local funds allocated for special education programs. LEAs utilize their own procedures, including reviews by auditors as required under California Education Code.

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

Specialized equipment and services will be provided at the site as agreed to by the Individualized Education Program (IEP) team as part of the offer of Free Appropriate Public Education in the Least Restrictive Environment. An inventory of specialized equipment available for use from members may be inventoried at the SELPA as reflected in the SELPA Policy and Procedure Manual.

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: 1

Document Title: Policy and Procedure Manual

Document Location: Policy and Procedure Manual available at the SELPA Office and each LEA District Office

"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

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

Policy/Procedure Number: 2

Document Title: Full Educational Opportunity: Los Angeles County Charter SELPA Policy and Procedure Manual

Document Location: Policy and Procedure Manual available at the SELPA Office and each LEA District Office

"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: 3

Document Title: Child Find: Los Angeles County Charter SELPA Policy and Procedure Manual

Document Location: Policy and Procedure Manual available at the SELPA Office and each LEA District Office

"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: 4

Document Title: Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP): Los Angeles County Charter SELPA Policy and

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Document Location:

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

☒ Yes ☐ No

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

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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Policy/Procedure Number: 9

Document Title: Part C to Part B Transition: Los Angeles County Charter SELPA Policy and Procedure Manual

Document Location: Policy and Procedure Manual available at the SELPA Office and each LEA District Office

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

☒ Yes ☐ No

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

Policy/Procedure Number: 10

Document Title: Private Schools: Los Angeles County Charter SELPA Policy and Procedure Manual

Document Location: Policy and Procedure Manual available at the SELPA Office and each LEA District Office

"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: 11

Document Title: Policy and Procedure Manual

Document Location: Policy and Procedure Manual available at the SELPA Office and each LEA District Office

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"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: 12

Document Title: Interagency: Los Angeles County Charter SELPA Policy and Procedure Manual

Document Location: Policy and Procedure Manual available at the SELPA Office and each LEA District Office

"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: 13

Document Title: Governance: Los Angeles County Charter SELPA Policy and Procedure Manual

Document Location: Policy and Procedure Manual available at the SELPA Office and each LEA District Office

"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

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

Policy/Procedure Number: 14

Document Title:

Personnel Qualifications: Los Angeles County Charter SELPA Policy and Procedure Manual

Document Location:

Policy and Procedure Manual available at the SELPA Office and each LEA District Office

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

☒ Yes ☐ No**15. Performance Goals and Indicators: 20 USC Section 1412(a)(15); EC 56205(a)(14)**

Policy/Procedure Number: 15

Document Title:

Performance Goals and Indicators: Los Angeles County Charter SELPA Policy and Procedure Manual

Document Location:

Policy and Procedure Manual available at the SELPA Office and each LEA District Office

"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: 16

Participation in Assessments: Los Angeles County Charter SELPA

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Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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☒ Yes ☐ No

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

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

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Document Location:

Policy and Procedure Manual available at the SELPA Office and each LEA District Office

"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: 22

Document Title:

Over-identification and Disproportionality: Los Angeles County Charter SELPA Policy and Procedure Manual

Document Location:

Policy and Procedure Manual available at the SELPA Office and each LEA District Office

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

☒ Yes ☐ No

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

Policy/Procedure Number: 23

Document Title:

Prohibition on Mandatory Medicine: Los Angeles County Charter SELPA Policy and Procedure Manual

Document Location:

Policy and Procedure Manual available at the SELPA Office and each LEA District Office

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

☒ Yes ☐ No

Administration of Regionalized Operations and Services

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

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

Document Title:

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

Document Location:

SELPA Office and website @: <https://www.lacountycharterselpa.org>; www.lacoe.edu; participating SELPA Member LEA websites

Description:

Direct Instructional support provided by program specialists and/or special education administrators: Not applicable. Role of the RLA/AU: The RLA/AU is responsible for the receipt and distribution of special education funds to LEAs and SELPA accounts for the operation of special education programs and services, providing for administrative support, and employment of SELPA staff to coordinate implementation of the plan. Role of the Administrator of the SELPA: The SELPA Administrator will ensure that the local plan is implemented and will make recommendations to the Governance Council when revisions are needed. They will facilitate the review, revision, and administration of the local plan. They will also facilitate development and approval of SELPA policies and procedures necessary to implement the local plan. Role of the individual LEAs: The individual LEAs ensure a full continuum of services are available in order to provide a free and appropriate public education to all students with disabilities enrolled within their schools. Participating LEA's, through the representative to the Governance Council, will approve policies and procedures needed to implement the local plan. Each LEA will approve and implement the local plan as well as any LEA policies and procedures needed to implement the plan. LEA's through their representative to the Governance Council directs the SELPA Director regarding the implementation, administration and operation of the local plan. The Program Council provides input on the modification and implementation

2. Coordinated system of identification and assessment:

Document Title:

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

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Document Location:

SELPA Office and website @: <https://www.lacountycharterselpa.org>; www.lacoe.edu; participating SELPA Member LEA websites

Description:

Direct Instructional support provided by program specialists: Program specialists and/or other special education administrators assigned to carry out these duties, whether they are employed by the SELPA or the LEA will provide technical assistance and guidance through observation and consultation to assist service providers, as appropriate. Role of the RLA/AU: Not applicable. Role of the Administrator of the SELPA: The SELPA Administrator will ensure each LEA conducts child find activities through monitoring of each LEA's data. The SELPA will also provide targeted and intensive support to LEA's as needed to assist them in meeting compliance requirements and improved outcomes for students with disabilities. The SELPA will also participate in child find activities by establishing policies and procedures for the member LEAs and ensuring appropriate interagency agreements are in place. The SELPA Administrator, or designee, will serve on committees as interagency agreements are being reviewed, revised, or developed. The SELPA Administrator will ensure that interagency agreements are in place as required by California Education Code, and provide technical assistance and dispute resolution as needed. The SELPA Administrator, or designee, will also provide guidance to parents, as needed. Role of the individual LEAs: Consistent with education code each LEA is responsible for identifying and assessing all students enrolled in their schools. They are also responsible for conducting child find activities and implementing SELPA and LEA policies and procedures. The LEAs will also provide guidance to parents, staff, and community members. Each individual LEA is responsible for implementing approved interagency agreements, as appropriate for identification and assessment.

3. Coordinated system of procedural safeguards:

Document Title:

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

Document Location:

SELPA Office and website @: <https://www.lacountycharterselpa.org>; www.lacoe.edu; participating SELPA Member LEA websites

Direct Instructional support provided by the program specialist: The program specialists and/or special education administrators assigned to carry out these duties, whether they are employed by the SELPA or the LEA, to provide for alternate dispute resolution as requested by LEAs or

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Description:

parents. Program specialists and/or special education administrator assist parents with filing due process or compliance complaints when requested. The program specialists and/or special education administrator also assure procedural safeguards by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, and placement. Role of the RLA/AU: Not applicable Role of the Administrator of the SELPA: The SELPA Administrator, or their designee, provides for alternate dispute resolution with districts as requested by parents. When requested, the SELPA Administrator, or their designee, assists parents with filing due process or compliance complaints. The SELPA Administrator, or their designee, also assures procedural safeguards by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, and placement. The Administrator, or their designee, will also provide parents with a copy of their procedural safeguards upon request and will maintain a copy on their website. The SELPA Administrator, or their designee, also reviews compliance complaint determinations provided by the CDE and provides targeted or intensive assistance as appropriate. Role of the individual LEAs: The LEAs provide procedural safeguards to parents consistent with the education code, assist parents with understanding them, and ensure that they are implemented. The LEAs assist parents with filing complaints when requested. The LEAs will respond to all complaints.

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

Document Location:

SELPA Office and website @: <https://www.lacountycharterselpa.org>; www.lacoe.edu; participating SELPA Member LEA websites

Description:

Direct Instructional support provided by the program specialist and/or special education administrator: The program specialists and/or special education administrator and others that are assigned to carry out these duties, whether they are employed by the SELPA or the LEA support parent and guardian education, provide for 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: On an annual basis input is collected from the Special Education Directors from member LEAs to determine the staff development needs that the SELPA is requested to provide for teachers, administrators, volunteers, CAC members, and district governing board members. On an annual basis, the Community Advisory Committee will provide input

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on the parent and guardian education needs. The SELPA Administrator, or designee, will provide for needed training and supports as determined appropriate. The SELPA Administrator may also provide technical assistance to individual LEAs regarding staff development and parent and guardian education. Role of the individual LEAs: Individual LEAs will determine local staff development and parent and guardian education needs. They will also provide input to the SELPA for any regional staff development needs. Consistent with education code requirements, they will assist in coordinating with other staff development programs in the LEAs.

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

Document Title:

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

Document Location:

SELPA Office and website @: <https://www.lacountycharterselpa.org>; www.lacoe.edu; participating SELPA Member LEA websites

Description:

Direct Instructional support provided by the program specialist and/or special education administrator: The program specialists and others that are assigned to carry out these duties, whether they are employed by the SELPA or the LEA, coordinate curricular resources for students with disabilities, as requested. Role of the RLA/AU: Not applicable. Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will provide technical assistance and staff development on curriculum develop and alignment with the common core standards and/ or other LEA approved evidence-based curriculum, as determined appropriate. Role of the individual LEAs: LEAs will determine their needs for curriculum development and alignment with the core curriculum, based on their local needs. They ensure that each student with a disability has full access to the required core curriculum, any alternative curriculum and textbooks, and supplementary curriculum and textbooks as appropriate, and instructional materials to students identified with blindness or other students with print disabilities.

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

SELPA Office and website @: <https://www.lacountycharterselpa.org>;

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Document Location: www.lacoe.edu; participating SELPA Member LEA websites

Description: Direct Instructional support provided by a program specialists and/or special education administrator: Upon request, the program specialists and others that are assigned to carry out these duties, whether they are employed by the SELPA or the LEA, will evaluate the effectiveness of programs for students with disabilities. Role of the RLA/AU: Not applicable.

7. Coordinated system of data collection and management:

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

Document Location: SELPA Office and website @: <https://www.lacountycharterselpa.org>; www.lacoe.edu; participating SELPA Member LEA websites

Description: Direct Instructional support shall be provided by the program specialist and/or special education administrator: Upon request, the program specialists and others assigned to carry out these duties, whether they are employed by the SELPA or the LEA, will provide technical assistance and guidance on the SELPA special education data management systems. Role of the RLA/AU: Enter into any requested contracts on behalf of the SELPA to ensure a coordinated system of data collection and management.

8. Coordination of interagency agreements:

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

Document Location: SELPA Office and website @: <https://www.lacountycharterselpa.org>; www.lacoe.edu; participating SELPA Member LEA websites

Description: Direct Instructional support provided by the program specialist: Not applicable. Role of the RLA/AU: Not applicable. Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will serve on committees as interagency agreements are being reviewed, revised, or developed. The SELPA Administrator will ensure that interagency agreements are in place as required by California Education Code, and provide technical assistance and dispute resolution as needed. This includes participation in developing the Master Contract and rates negotiated on behalf of the participating LEA's. Role of the

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individual LEAs: Through their representative to the Governance Council, the LEAs will approve interagency agreements. Each individual LEA is responsible for implementing approved interagency agreements, as appropriate.

9. Coordination of services to medical facilities:

Document Title:

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

Document Location:

SELPA Office and website @: <https://www.lacountycharterselpa.org>; www.lacoe.edu; participating SELPA Member LEA websites

Description:

Direct Instructional support provided by the program specialist and/or special education administrator: The program specialists and others that are assigned to carry out these duties, whether they are employed by the SELPA or the LEA, assures students with disabilities have a full educational opportunity regardless of the district of residence. Role of the RLA/AU: Not applicable. Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will facilitate the coordination of these services by the designated LEAs and provide technical assistance and guidance to the medical facilities and LEAs as appropriate. Role of the individual LEAs: Each individual LEA is responsible for students with disabilities who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes when the hospital or facility is located within their boundaries, unless based on education code there is another district of special education accountability which would be responsible.

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

Document Location:

SELPA Office and website @: <https://www.lacountycharterselpa.org>; www.lacoe.edu; participating SELPA Member LEA websites

Direct Instructional support provided by the program specialist and/or special education administrators: The program specialists and others that are assigned to carry out these duties, whether they are employed by the SELPA or the LEA, assure pupils have a full educational opportunity regardless of the district of special education accountability. Role of the RLA/AU: Not applicable. Role of the Administrator of the

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Description:

SELPA: The SELPA Administrator, or designee, will facilitate the coordination of these services by the designated LEAs and provide technical assistance and guidance to the licensed children's institutions and foster family homes and LEAs as appropriate. 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:

SELPA Office and website @: <https://www.lacountycharterselpa.org>; www.lacoe.edu; participating SELPA Member LEA websites

Description:

Direct Instructional support provided by the program specialist and/or special education administrator: Not applicable. Role of the RLA/AU: The RLA/AU reviews, sign and submit as appropriate any required special education local plan area reports. Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will ensure timely transmission of required reports and provide technical assistance to LEAs in completing those reports. Role of the individual LEAs: Individual LEAs will submit required accurate data in order for the SELPA to submit timely reports. The LEAs gather, interpret, and report special education program data and quality indicators regarding current program operations and effectiveness as well as fiscal data and information for accurate fiscal reporting.

12. Fiscal and logistical support of the CAC:

Document Title:

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

Document Location:

SELPA Office and website @: <https://www.lacountycharterselpa.org>; www.lacoe.edu; participating SELPA Member LEA websites

Direct Instructional support provided by the program specialist and/or special education administrator: Not applicable. Role of the RLA/AU: Not applicable. Role of the Administrator of the SELPA: The SELPA

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Description:

Administrator, or designee, will provide recruitment, fiscal and logistical support of CAC meetings, events, and trainings as approved by the Governance Council. Role of the individual LEAs: The LEA through their representative to the Governance Council will ensure the SELPA has sufficient resources to provide fiscal and logistical support for the CAC. Program Council members shall facilitate communication between their LEA CAC representative. Each LEA is responsible to appoint members to the CAC in accordance with CAC bylaws and LEA policies. Each LEA's governing board encourages parental involvement through the members of CAC, receives and consider requests and recommendations from their CAC representatives and other parent groups.

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

Document Title:

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

Document Location:

SELPA Office and website @: <https://www.lacountycharterselpa.org>; www.lacoe.edu; participating SELPA Member LEA websites

Description:

Direct Instructional support provided by the program specialist and/or special education administrator: The program specialists and others that are assigned to carry out these duties, whether they are employed by the SELPA or the LEA, provides staff development as requested by the LEAs. Role of the RLA/AU: Not applicable. Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will provide technical assistance, training and support in coordinating transportation as requested by the LEAs. Role of the individual LEAs: Each member LEA is responsible for providing transportation for their students with disabilities per IEP team decision.

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

Document Title:

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

Document Location:

SELPA Office and website @: <https://www.lacountycharterselpa.org>; www.lacoe.edu; participating SELPA Member LEA websites

Direct Instructional support provided by the program specialist: The program specialists and/or special education administrator that are assigned to carry out these duties, whether they are employed by the

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Description:

SELPA or the LEA, 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, or designee, will provide technical assistance and staff development as needed. The SELPA Administrator, or designee, may provide targeted or intensive support to LEAs based on identified needs in the Annual Performance Report and assist LEAs in completing any monitoring activities required by the CDE. The SELPA Administrator, or designee, will serve on committees as interagency agreements that address this area as they are being reviewed, revised, or developed. The SELPA Administrator will ensure that interagency agreements are in place as required by California Education Code, and provide technical assistance and dispute resolution as needed. Role of the individual LEAs: Each LEA will provide appropriate career and vocational education and transition services as required under state and federal laws. They may also provide staff development in this area. Additionally, through their representative to the Governance Council, the LEAs will approve interagency agreements. Each individual LEA is responsible for implementing approved interagency agreements, as appropriate.

15. Assurance of full educational opportunity:

Document Title:

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

Document Location:

SELPA Office and website @: <https://www.lacountycharterselpa.org>; www.lacoe.edu; participating SELPA Member LEA websites

Description:

Direct Instructional support provided by program specialist: The program specialist and/or special education administrator that are assigned to carry out these duties, whether they are employed by the SELPA or the LEA assure pupils have a full educational opportunity regardless of the 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, or designee, will assist with intra- and inter-SELPA Transfers, as needed. Additionally, professional development and technical assistance is available upon request or as determined to be needed by the SELPA to LEAs and/or nonpublic schools. Role of the individual LEAs: Each LEA, through their representative to the Governance Council will determine the regional programs needed to meet the needs of the students with disabilities within the SELPA. Additionally, each LEA is responsible for

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providing a full continuum of services for students for whom they are the district of special education accountability.

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:

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

Document Location:

SELPA Office and website @: <https://www.lacountycharterselpa.org>; www.lacoe.edu; participating SELPA Member LEA websites

Description:

Direct Instructional support provided by the program specialist and/or special education administrator: Not applicable. Role of the RLA/AU: The role of the RLA/AU is to receive federal and state funds on behalf of the SELPA, and distribute the funds as determined by the Governance Council. Role of the Administrator of the SELPA: The SELPA Administrator will facilitate the distribution of funds in accordance to the Governance Council approved Allocation Plan. The SELPA Administrator will also facilitate the completion and submission of the Annual Budget Plan. Role of the individual LEAs: Each LEA through their representative to the Governance Council, determines and approves the Allocation Plan for the distribution or allocation of funds to member LEAs. The Governance Council reviews and approves the Annual Budget Plan. The LEAs will also submit required fiscal reports as required by state and federal laws.

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

Document Title:

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

Document Location:

SELPA Office and website @: <https://www.lacountycharterselpa.org>; www.lacoe.edu; participating SELPA Member LEA websites

Direct Instructional support provided by the program specialist and/or special education administrator: A program specialist may be a pupil services employee possessing (or eligible for) one of the following California credentials: Special Education, Clinical Rehabilitative Services, Adapted Physical Education, or School Psychology. He/she

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Description:

shall also have an in-depth knowledge of specific disabilities, preschool, and/or vocational development, depending upon the needs of the SELPA. The program specialists and/ or special education administrator that are assigned to carry out these duties, whether they are employed by the SELPA or the LEA shall be available to all students with disabilities, their families, and LEA staff. They shall work in a cooperative manner planning activities to meet the needs of the students with disabilities within the SELPA. They help to coordinate the delivery of services by serving on SELPA committees that deal with topics such as staff development, infant and preschool services, low incidence services, transition between districts, and the SELPA's CAC. Program specialists' services and responsibilities may include, but are not limited to:

- Assure that students with disabilities have full educational opportunity regardless of LEA of residence
- Plan, direct, coordinate and evaluate instructional programs in accordance with state and federal regulations
- Provide direct instructional support, as directed
- Identify needs and develop short and long-range plans for staff development, curriculum development, and program effectiveness
- Provide staff development and training for general and special education administrators and staff
- Represent the SELPA on committees
- Coordinate student placements across LEA and SELPA boundaries
- Develop and disseminate forms, policies and procedures throughout the SELPA
- Monitor services and programs in nonpublic schools
- Provide direction to LEAs regarding complaints filed with the CDE
- Develop and submit proposals for grants and research projects, as requested
- Assure appropriate coordination of general and special education instructional resources for students
- Serve as LEA representatives and commit LEA resources, as appropriate
- Interpret and implement new laws and regulations (Federal and State)
- Design and implement alternative dispute resolution strategies
- Coordinate mediation and due process issues for LEAs as requested
- Serve as liaison to collaborate with other public agencies.
- Provide support to LEAs in the area of positive behavior intervention
- Coordinate program reviews of the effectiveness of the Local Plan
- Assist in the preparation, implementation and follow-up of reviews by the state including those that are part of the Focused Monitoring and the Quality Assurance Process
- Conduct audits or reviews for the LEAs as requested

Role of the RLA/AU: The RLA/AU will hire staff to perform these duties upon request of the Governance Council. Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will hire, supervise, evaluate, and discipline the program specialists who are employed by the SELPA, and provide technical support needed for the implementation of the duties above for those carrying out these functions regardless of their employer. The SELPA Administrator will annually request an allocation

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for the services of the staff required to provide the function in EC 56836 to serve SELPA-wide needs from the Governance Council. Role of the individual LEAs: Each LEA individually decides on its allocation of staff who perform the duties of program specialists listed above. LEAs may request to enter into an MOU with the SELPA on an individual basis for the services of a program specialist within their LEA. The individual LEAs will select, direct the work, supervise, evaluate and discipline staff that they employ to carry out these functions. Individual LEAs, through their representative to the Governance Council, determine annually the allocation the services of the staff required to provide the functions in EC 56836 to serve SELPA-wide needs.

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

Document Location: SELPA Office and website @: <https://www.lacountycharterselpa.org>; www.lacoe.edu; participating SELPA Member LEA websites

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

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: Local Plan, Section B Governance and Administration

Document Location: SELPA Office and website @: <https://www.lacountycharterselpa.org>; www.lacoe.edu; participating SELPA Member LEA websites

Description: Members of the public, including parents or guardians of students with disabilities who are receiving services under the local plan, may address questions or concerns through the LEA and the SELPA governing body through: •Contacting LEA following their communication protocols and complaint procedures •Contacting the SELPA office to request communication with the SELPA Administrator •Contacting their LEA

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governing board as they are responsible to address questions and concerns of the public, including parents or guardians of students with disabilities who are receiving services under the Local Plan •Providing public comment at the SELPA Governance Council meeting.

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: Local Plan, Section B Governance and Administration

Document Location: SELPA Office and website @: <https://www.lacountycharterselpa.org>; www.lacoe.edu; participating SELPA Member LEA websites

Description: Resolution/Mediation Procedures for Differences at the Governing Board Level: All participating LEA Boards must approve the local plan for submission to the State. If any LEA board fails to approve the local plan, that board shall notify all other participating agencies of the reasons for not approving the plan and request that the County 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 RLA superintendent or designee shall convene a threeperson panel as follows: (1) one person selected by the LEA objecting to the plan, (2) one person selected by the LEA agreeing to the plan, (3) one person selected by mutual agreement of the other two appointees within 5 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: Local Plan, Section B Governance and Administration

Document Location: SELPA Office and website @: <https://www.lacountycharterselpa.org>; www.lacoe.edu; participating SELPA Member LEA websites

Description: Each LEA shall ensure that a pupil is referred for special educational instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. Such resources may include, but not limited to, response to intervention models, student success teams, early literacy programs, and remedial programs. Each LEA will develop, implement, and revise

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their own policies and procedures as needed.

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

Document Location:

SELPA Office and website @: <https://www.lacountycharterselpa.org>; www.lacoe.edu; participating SELPA Member LEA websites

Description:

Each LEA that contracts with a nonpublic, nonsectarian school shall evaluate the placement of its pupil(s) in such schools on at least an annual basis as part of the annual IEP review. The IEP team will determine if the student is making appropriate educational progress through review of progress on IEP goals, including those specific to a Behavior Intervention Plan and Individual Transition Plan as well as any other assessments or pertinent data. The LEA and/or SELPA Representative will observe a pupil during instruction and will conduct a walk through of the facility.

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

Document Location:

SELPA Office and website @: <https://www.lacountycharterselpa.org>; www.lacoe.edu; participating SELPA Member LEA websites

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Description:

The SELPA will provide technical support to any LEA's identified as the responsible agency for students age 18 to 21 who are incarcerated in a county jail and remaining eligible for special education to assist in meeting their obligation. The SELPA may facilitate collaboration with the county jails as requested by LEA.

LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

Local Plan Section D: Annual Budget Plan

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

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

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

Section D: Annual Budget Plan

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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	23,146,446	88.87%
AB 602 Property Taxes	0	0.00%
Federal IDEA Part B	2,900,000	11.13%
Federal IDEA Part C	0	0.00%
State Infant/Toddler	0	0.00%
State Mental Health	0	0.00%
Federal Mental Health	0	0.00%
Other Projected Revenue		0.00%
Total Projected Revenue:	26,046,446	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)

N/A

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

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

TABLE 2

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

D-4. Total Projected Budget by Object Code

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

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	20,255,306	46.73%
Object Code 2000—Classified Salaries	2,212,499	5.10%
Object Code 3000—Employee Benefits	8,495,150	19.60%
Object Code 4000—Supplies	292,397	0.67%
Object Code 5000—Services and Operations	11,966,868	27.61%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing	118,967	0.27%
Total Projected Expenditures:	43,341,187	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

Section D: Annual Budget Plan

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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	23,146,446	53.65%
Projected Federal Revenue	2,900,000	6.72%
Local Contribution	17,092,969	39.62%
Total Revenue from all Sources:	43,139,415	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

- 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).

Allocation of AB602 funds is based on current year P2. An administrative service fee of 3% or 6%, depending on LEA's years of operation, is deducted from AB602 funding prior to allocation to LEAs and allocated to LAC Charter SELPA for administrative services. Program specialist/regionalized services funding is also allocated to LAC Charter SELPA to pay for SELPA staffing and expenditures as well as functions per Ed Code 56836.23 and 56836.24. Distribution of federal funds will be based on prior year unduplicated P1 CALPADS count. As a result, new charter schools will not receive federal funding in their first year with the SELPA.

- ☒ 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

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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	386,601	30.02%
Object Code 2000—Classified Salaries	92,842	7.21%
Object Code 3000—Employee Benefits	236,125	18.34%
Object Code 4000—Supplies	20,000	1.55%
Object Code 5000—Services and Operations	433,063	33.63%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing	118,967	9.24%
Total Projected Operating Expenditures:	1,287,598	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.

Indirect Cost

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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

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.

3,415,828

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

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

487,077

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

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

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Local Plan Section E: Annual Service Plan

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

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

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

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

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

- ☒ 330—Specialized Academic Instruction/
Specially Designed Instruction

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

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*

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 student population, 0-2 only, is not served within LAC Charter SELPA.

☐ 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 student population, 0-2 only, is not served within LAC Charter SELPA.

☐ 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 student population, 0-2 only, is not served within LAC Charter SELPA.

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

☒ *Service is Not Currently Provided*

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

This student population, 0-2 only, is not served within LAC Charter SELPA.

☐ 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 student population, 0-2 only, is not served within LAC Charter SELPA.

☐ 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.

This student population, 0-2 only, is not served within LAC Charter SELPA.

☐ 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.

This student population, 0-2 only, is not served within LAC Charter SELPA.

☒ 340—Intensive Individual Instruction

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

Individualized Education Program (IEP) Team determination that student requires additional support for all or part of the day to meet his or her IEP goals.

☐ *Service is Not Currently Provided*

☒ 350—Individual and Small Group Instruction

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

Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program (30 EC 56441.2, 5 CCR 305.1) (Ages 3 through 5 only).

☐ *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.

Services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality,

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pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, or expression of spoken language. Language differences 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.

☒ 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 (EC §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 services program. (34 CFR 300.34; CCR Title 5 §3051.12 (a)).

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

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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

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

Structured education, training and support services to address the student's mental health needs. (Health & Safety Code, Div.2, Chap.3, Article 1, §1502(a)(3)).

☐ *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).

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☒ 715–Interpreter

☐ *Service is Not Currently Provided*

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

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

☒ 720–Audiological

☐ *Service is Not Currently Provided*

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

These services include measurements of acuity, monitoring amplification, and frequency modulation system use. Consultation services with teachers, parents or speech pathologists must be identified in the 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. (CCR 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).

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☒ 735–Braille Transcription

☐ *Service is Not Currently Provided*

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

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

☒ 740–Specialized Orthopedic

☐ *Service is Not Currently Provided*

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. (CCR Title 5 §3030(e) & 3051.16).

☒ 745–Reading

☐ *Service is Not Currently Provided*

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

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

☒ 750–Note Taking

☐ *Service is Not Currently Provided*

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

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

☒ 755–Transcription

☐ *Service is Not Currently Provided*

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

Any transcription service to convert materials from print to a mode of communication suitable

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for the student. This may also include dictation services as it may pertain to textbooks, tests, worksheets, or anything necessary for instruction.

☒ 760–Recreation Service, Including
Therapeutic Recreation

☐ *Service is Not Currently Provided*

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

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

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☒ 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).

☒ 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 way.

☒ 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).

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☒ 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.

☒ 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

☒ *Service is Not Currently Provided*



Description of the “Other Related Service”

Code 900 is not approved for use within the Los Angeles County Charter SELPA.

Qualifications of the Provider Delivering “Other Related Service”

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Attachment I—Local Educational Agency Listing

Participating Local Educational Agency Identification

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

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

To Add or Delete Rows:

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

LEA Membership Changes:

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

SELPA County/District/School Codes

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

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Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	19	76968	109926	1951	Academia Avance Charter	Ricardo	Mireles	(323) 230-7270	ricardo.mireles@academiaavance.com	Previously Reported
	2	19	64733	120097	1951	Academia Moderna	Xavier	Reyes	(323) 800-2739	x.reyes@altaps.org	Previously Reported
	3	15	63628	134312	1951	Blue Ridge Academy	Loretta	Burns	(626) 250-9611	loretta.burns@theblueridgeacademy.com	Previously Reported
	4	19	10199	140798	1951	Bridges Preparatory Academy	Alejandro	Gomez	(310) 877-6004	agomez@bpacompton.org	Previously Reported
	5	19	10199	138669	1951	Da Vinci RISE High	Erin	Whalen	(310) 490-5100	ewhalen@davincischools.org	Previously Reported
	6	30	66670	101626	1951	Edward B. Cole Academy	Nicholas	Sessions	(714) 836-9023	sessionsn@ebcacademy.com	Previously Reported
	7	36	75051	139188	1951	Granite Mountain Charter	Nicole	Balogh	(909) 906-3593	nicole.balogh@granitemountainschool.com	Previously Reported
	8	15	63628	138131	1951	Heartland Charter	Andrea	Valadez	(661) 368-5716	andrea.valadez@heartlandcharterschool.com	Previously Reported
	9	19	64634	120303	1951	ICEF Inglewood Elementary Charter Academy	Taylor	Moore	323) 240-8237	tmoore@icefps.org	Previously Reported
	10	19	10199	134346	1951	Intellectual Virtues Academy	Summer	Sanders	(562) 283-4456	summer.sanders@academylongbeach.org	Previously Reported

SELPA: 1951 Los Angeles County Charter SELPA

Fiscal Year: 2024-25

Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	11	30	10306	139469	1951	International School for Science and Culture	Padmini	Srinivasan	(949) 441-4500	sbean@irvineia.org	Previously Reported
	12	30	10306	140822	1951	Irvine International Academy	Stefan	Bean	(949) 242-6164	sbean@irvineia.org	Previously Reported
	13	19	73437	134338	1951	ISANA Achernar Academy	Nadia	Shaiq	(310) 764-1234	nshaiq@isanaacademies.org	Previously Reported
	14	19	10199	106880	1951	Jardin de la Infancia	Zuzy	Chavez	(213) 614-1745	jardindelainfancia@me.com	Previously Reported
	15	19	10199	139170	1951	Lashon Academy City	Amber	Cox	(818) 514-4566	acox@lashonacademy.org	Previously Reported
	16	19	10199	128025	1951	Lashon Academy	Amber	Cox	(818) 514-4566	acox@lashonacademy.org	Previously Reported
	17	19	77289	109942	1951	Los Angeles College Prep Academy	Lourdes	Villasenor	(323) 257-1499	lvillasenor@lcpacademy.org	Previously Reported
	18	28	66266		1951	Mayacamas Middle School	Jolene	Yee	(415) 515-4226	napawicks@gmail.com	Previously Reported
	19	19	65136	1996263	1951	Opportunities for Learning - William S. Hart	Waneka	Cabrera	(562) 381-5126	wcabrera@skyrocket-ed.com	Previously Reported
	20	19	64469	128736	1951	Opportunities for Learning - Duarte	Waneka	Cabrera	(562) 381-5126	wcabrera@skyrocket-ed.com	Previously Reported
	21	19	75309	136648	1951	Options for Youth-Acton	Waneka	Cabrera	(562) 381-5126	wcabrera@skyrocket-ed.com	Previously Reported
	22	19	64733	127936	1951	PREPA TEC - Los Angeles	Xavier	Reyes	(323) 800-2739	x.reyes@altaps.org	Previously Reported

SELPA: 1951 Los Angeles County Charter SELPA

Fiscal Year: 2024-25

	23	19	10199	135582	1951	Russell Westbrook Why Not? High	Paola	Tapia	(213) 745-4928	paolat@lapromisefund.org	Previously Reported
	24	19	10199	134361	1951	Russell Westbrook Why Not? Middle	Paola	Tapia	(213) 745-4928	paolat@lapromisefund.org	Previously Reported
	25	19	10199	140962	1951	The SEED School of Los Angeles County	Jubria	Lewis	(202) 705-8718	jlewis@seedschoola.org	Previously Reported
	26	19	10199	137166	1951	Soleil Academy Charter	Beatriz	Gutierrez	(310) 622-2282	bgutierrez@soleilacademy.org	Previously Reported
	27	30	10306	139352	1951	Sycamore Creek Community Charter	Sarah	Bach	(714) 594-3660	sarahbach@sycamorecreekcharter.org	Previously Reported
	28	19	64733	129866	1951	Village Charter Academy	Wendy	Shmaeff	(818) 716-2887	w.shmaeff@villagecharteracademy.com	Previously Reported
	29	19	10199	139345	1951	We the People High	Anita	Ravi	(562) 533-4862	anitaravi@wethepeopleps.org	Previously Reported
	30	19	10199	0	1951	Los Angeles County Office of Education	Jim	Anderson	(562) 803-8338	anderson_jim@laoe.edu	Previously Reported

SELPA: 1951 Los Angeles County Charter 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.)

SELPA: 1951 Los Angeles County Charter 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	Academia Avance Charter	215,443		0	44,917	0				260,360
2	Academia Moderna	356,280	0	0	44,917	0	0	0	0	401,197
3	Blue Ridge Academy	6,140,242	0	0	772,795	0	0	0	0	6,913,037
4	Bridges Preparatory Academy	108,781	0	0	17,276	0	0	0	0	126,057
5	Da Vinci RISE High	87,441	0	0	64,496	0	0	0	0	151,937
6	Edward B. Cole Academy	357,316	0	0	43,765	0	0	0	0	401,081
7	Granite Mountain Charter	3,459,865	0	0	471,048	0	0	0	0	3,930,913
8	Heartland Charter	4,623,957	0	0	532,089	0	0	0	0	5,156,046

SELPA: 1951 Los Angeles County Charter 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	ICEF Inglewood Elementary Charter Academy	330,532	0	0	29,944	0	0	0	0	360,476
10	Intellectual Virtues Academy	75,070	0	0	26,489	0	0	0	0	101,559
11	International School for Science and Culture	111,102	0	0	17,276	0	0	0	0	128,378
12	Irvine International Academy	305,150	0	0	10,365	0	0	0	0	315,515
13	ISANA Achernar Academy	345,302	0	0	62,192	0	0	0	0	407,494
14	Jardin de la Infancia	15,064	0	0	1,152	0	0	0	0	16,216
15	Lashon Academy City	88,784	0	0	3,455	0	0	0	0	92,239
16	Lashon Academy	486,077	0	0	65,647	0	0	0	0	551,724
17	Los Angeles College Prep Academy	29,789	0	0	0	0	0	0	0	29,789
18	Mayacamas Middle School	55,887	0	0	0	0	0	0	0	55,887

SELPA: 1951 Los Angeles County Charter 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
19	Opportunities for Learning - William S. Hart	1,285,955	0	0	111,716	0	0	0	0	1,397,671
20	Opportunities for Learning - Duarte	310,463	0	0	18,427	0	0	0	0	328,890
21	Options for Youth-Acton	2,089,885	0	0	293,685	0	0	0	0	2,383,570
22	PREPA TEC - Los Angeles	248,788	0	0	35,703	0	0	0	0	284,491
23	Russell Westbrook Why Not? High	171,314	0	0	62,192	0	0	0	0	233,506
24	Russell Westbrook Why Not? Middle	106,744	0	0	28,793	0	0	0	0	135,537
25	The SEED School of Los Angeles County	143,001	0	0	27,641	0	0	0	0	170,642
26	Soleil Academy Charter	272,956	0	0	32,248	0	0	0	0	305,204
27	Sycamore Creek Community Charter	136,456	0	0	19,579	0	0	0	0	156,035
28	Village Charter Academy	254,391	0	0	52,979	0	0	0	0	307,370

SELPA: 1951 Los Angeles County Charter SELPA

Fiscal Year: 2024-25

List	LEA Official Name (District, Charter, COE, JPA, <i>and</i> 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
29	We the People High	32,423	0	0	9,214	0	0	0	0	41,637
30	Los Angeles County Office of Education	901,988	0	0	0	0	0	0	0	901,988
Totals:		23,146,446	0	0	2,900,000	0	0	0	0	26,046,446

SELPA: 1951 Los Angeles County Charter 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	Academia Avance Charter	313,369	101,244	115,603	26,510	92,084	0		648,810
2	Academia Moderna	100,315	40,565	51,904	0	405,832	0	0	598,616
3	Blue Ridge Academy	5,462,589	186,880	3,309,489	0	4,531,108	0	0	13,490,066
4	Bridges Preparatory Academy	228,780	31,652	61,943	0	80,111	0	0	402,486
5	Da Vinci RISE High	202,808	69,492	62,054	5,000	175,000	0	0	514,354
6	Edward B. Cole Academy	353,870	0	95,465	23,136	87,810	0	0	560,281
7	Granite Mountain Charter	4,000,000	160,000	1,400,000	0	520,000	0	0	6,080,000
8	Heartland Charter	4,565,807	227,134	2,018,178	200,000	633,500	0	0	7,644,619
9	ICEF Inglewood Elementary Charter Academy	288,235	126,969	153,625	10,000	100,000	0	0	678,829

SELPA: 1951 Los Angeles County Charter SELPA

Fiscal Year: 2024-25

List	LEA Official Name (District, Charter, COE, JPA, <i>and</i> 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	Intellectual Virtues Academy	0	40,000	8,000	0	23,147	0	0	71,147
11	International School for Science and Culture	30,600	40,046	20,044	5,000	114,294	0	0	209,984
12	Irvine International Academy	110,210	15,927	27,552	751	111,694	0	0	266,134
13	ISANA Achernar Academy	300,000	245,000	170,000	0	84,000	0	0	799,000
14	Jardin de la Infancia	0	0	0	0	18,000	0	0	18,000
15	Lashon Academy City	16,000	18,000	2,000	0	27,852	0	0	63,852
16	Lashon Academy	265,000	60,000	25,000	0	275,000	0	0	625,000
17	Los Angeles College Prep Academy	83,391	0	22,686	0	60,537	0	0	166,614
18	Mayacamas Middle School	99,900	33,800	32,994	2,000	56,441	0	0	225,135
19	Opportunities for Learning - William S. Hart	662,383	59,724	73,600	0	1,020,000	0	0	1,815,707
20	Opportunities for Learning - Duarte	114,223	10,345	44,664	0	84,000	0	0	253,232

SELPA: 1951 Los Angeles County Charter SELPA

Fiscal Year: 2024-25

List	LEA Official Name (District, Charter, COE, JPA, <i>and</i> SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
21	Options for Youth-Acton	1,606,917	311,233	283,716	0	1,020,000	0	0	3,221,866
22	PREPA TEC - Los Angeles	76,358	37,404	45,632	0	179,385	0	0	338,779
23	Russell Westbrook Why Not? High	186,129	34,112	16,849	0	323,689	0	0	560,779
24	Russell Westbrook Why Not? Middle	125,291	33,469	12,145	0	126,814	0	0	297,719
25	The SEED School of Los Angeles County	414,658	40,000	113,665	0	201,842	0	0	770,165
26	Soleil Academy Charter	0	35,561	6,291	0	483,404	0	0	525,256
27	Sycamore Creek Community Charter	34,650	93,600	12,049	0	113,922	0	0	254,221
28	Village Charter Academy	176,222	67,500	60,931	0	544,534	0	0	849,187
29	We the People High	51,000	0	12,945	0	39,805	0	0	103,750
30	Los Angeles County Office of Education	386,601	92,842	236,125	20,000	433,063	0	118,967	1,287,598
Totals:		20,255,306	2,212,499	8,495,150	292,397	11,966,868	0	118,967	43,341,187

SELPA: 1951 Los Angeles County Charter 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	Academia Avance Charter	44,917	1.55%	215,443	0.93%	388,450	260,360
2	Academia Moderna	44,917	1.55%	356,280	1.54%	197,419	401,197
3	Blue Ridge Academy	772,795	26.65%	6,140,242	26.53%	6,577,029	6,913,037
4	Bridges Preparatory Academy	17,276	0.60%	108,781	0.47%	276,429	126,057
5	Da Vinci RISE High	64,496	2.22%	87,441	0.38%	362,417	151,937
6	Edward B. Cole Academy	43,765	1.51%	357,316	1.54%	159,200	401,081
7	Granite Mountain Charter	471,048	16.24%	3,459,865	14.95%	2,149,087	3,930,913
8	Heartland Charter	532,089	18.35%	4,623,957	19.98%	2,488,573	5,156,046
9	ICEF Inglewood Elementary Charter Academy	29,944	1.03%	330,532	1.43%	318,353	360,476

SELPA: 1951 Los Angeles County Charter SELPA

Fiscal Year: 2024-25

List	LEA Official Name (District, Charter, COE, JPA, <i>and</i> SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
10	Intellectual Virtues Academy	26,489	0.91%	75,070	0.32%	0	101,559
11	International School for Science and Culture	17,276	0.60%	111,102	0.48%	81,606	128,378
12	Irvine International Academy	10,365	0.36%	305,150	1.32%	0	315,515
13	ISANA Achernar Academy	62,192	2.14%	345,302	1.49%	391,506	407,494
14	Jardin de la Infancia	1,152	0.04%	15,064	0.07%	1,784	16,216
15	Lashon Academy City	3,455	0.12%	88,784	0.38%	0	92,239
16	Lashon Academy	65,647	2.26%	486,077	2.10%	73,276	551,724
17	Los Angeles College Prep Academy	0	0.00%	29,789	0.13%	136,826	29,789
18	Mayacamas Middle School	0	0.00%	55,887	0.24%	169,248	55,887
19	Opportunities for Learning - William S. Hart	111,716	3.85%	1,285,955	5.56%	418,036	1,397,671
20	Opportunities for Learning - Duarte	18,427	0.64%	310,463	1.34%	0	328,890

SELPA: 1951 Los Angeles County Charter SELPA

Fiscal Year: 2024-25

List	LEA Official Name (District, Charter, COE, JPA, <i>and</i> SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
21	Options for Youth-Acton	293,685	10.13%	2,089,885	9.03%	838,296	2,383,570
22	PREPA TEC - Los Angeles	35,703	1.23%	248,788	1.07%	54,288	284,491
23	Russell Westbrook Why Not? High	62,192	2.14%	171,314	0.74%	327,273	233,506
24	Russell Westbrook Why Not? Middle	28,793	0.99%	106,744	0.46%	162,182	135,537
25	The SEED School of Los Angeles County	27,641	0.95%	143,001	0.62%	599,523	170,642
26	Soleil Academy Charter	32,248	1.11%	272,956	1.18%	220,052	305,204
27	Sycamore Creek Community Charter	19,579	0.68%	136,456	0.59%	98,186	156,035
28	Village Charter Academy	52,979	1.83%	254,391	1.10%	541,817	307,370
29	We the People High	9,214	0.32%	32,423	0.14%	62,113	41,637
30	Los Angeles County Office of Education	0	0.00%	901,988	3.90%	0	901,988
Totals:		2,900,000	100.00%	23,146,446	100.00%	17,092,969	26,046,446

SELPA: 1951 Los Angeles County Charter SELPA

Fiscal Year: 2024-25

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, <i>and</i> SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
1	Academia Avance Charter	46,042	0
2	Academia Moderna	0	11,972
3	Blue Ridge Academy	132,000	14,000
4	Bridges Preparatory Academy	402,486	0
5	Da Vinci RISE High	0	0
6	Edward B. Cole Academy	1,000	0
7	Granite Mountain Charter	0	294,194
8	Heartland Charter	100,325	33,636
9	ICEF Inglewood Elementary Charter Academy	678,829	0

SELPA: 1951 Los Angeles County Charter 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	Intellectual Virtues Academy	26,500	0
11	International School for Science and Culture	0	0
12	Irvine International Academy	0	0
13	ISANA Achernar Academy	799,000	0
14	Jardin de la Infancia	18,000	0
15	Lashon Academy City	0	0
16	Lashon Academy	0	0
17	Los Angeles College Prep Academy	60,537	106,078
18	Mayacamas Middle School	147,694	2,000
19	Opportunities for Learning - William S. Hart	0	0
20	Opportunities for Learning - Duarte	0	0

SELPA: 1951 Los Angeles County Charter 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
21	Options for Youth-Acton	0	0
22	PREPA TEC - Los Angeles	0	13,551
23	Russell Westbrook Why Not? High	35,477	0
24	Russell Westbrook Why Not? Middle	34,808	0
25	The SEED School of Los Angeles County	0	0
26	Soleil Academy Charter	50,000	0
27	Sycamore Creek Community Charter	254,221	0
28	Village Charter Academy	628,909	11,646
29	We the People High	0	0
30	Los Angeles County Office of Education	0	0
Totals:		3,415,828	487,077

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

Attachment VII

SELPA: 1951 Los Angeles County Charter 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
Los Angeles County Office of Education		Delete This Row							

DO NOT
DISTRIBUTE

[Governance Council Meeting](#) – May 23, 2024

Item V. **RECOMMENDATIONS**

B. Approval of the 2024-2025 Governance Council Calendar of Meetings and other Committee Calendars

LAC Charter SELPA Governance Council Calendar of Meetings, Program Council Calendar of Meetings, Community Advisory Committee Calendar of Meetings, and the Professional Development Calendar.



**2024-2025 Draft Governance Council
Calendar of Meetings**

8:00 A.M. - 9:00 A.M.

Ad Hoc Meeting to Follow the End of the Governance Council Meeting as needed

<u>MONTH</u>	<u>DATE</u>	<u>LOCATION</u>
February	27	<u>LAC SELPA Office & Virtual</u> Room: Ed Center 107 9300 Imperial Hwy., Downey, CA 90242
April (as needed)	24	<u>LAC SELPA Office & Virtual</u> Room: Ed Center 107 9300 Imperial Hwy., Downey, CA 90242
May	22	<u>LAC SELPA Office & Virtual</u> Room: Ed Center 107 9300 Imperial Hwy., Downey, CA 90242
June (as needed)	26	<u>LAC SELPA Office & Virtual</u> Room: Ed Center 107 9300 Imperial Hwy., Downey, CA 90242

*Revised 4/25/24 dt
Approved: TBD*



**2024-2025 Draft Program Council
Calendar of Meetings**

1:00 P.M. - 3:00 P.M.

All Meetings Held Virtually

<u>MONTH</u>	<u>DATE</u>	<u>LOCATION</u>
August	29	2024-25 Program Council Meeting Link Meeting ID: 891 7124 4623 Passcode: 663384
October	24	2024-25 Program Council Meeting Link Meeting ID: 891 7124 4623 Passcode: 663384
December	12	2024-25 Program Council Meeting Link Meeting ID: 891 7124 4623 Passcode: 663384
February	13	2024-25 Program Council Meeting Link Meeting ID: 891 7124 4623 Passcode: 663384
April	10	2024-25 Program Council Meeting Link Meeting ID: 891 7124 4623 Passcode: 663384
May	29	2024-25 Program Council Meeting Link Meeting ID: 891 7124 4623 Passcode: 663384



**2024-2025 Draft Community Advisory Committee
Calendar of Meetings**

6:00 P.M. - 7:00 P.M.

All Meetings Held Virtually

<u>MONTH</u>	<u>DATE</u>	<u>LOCATION</u>
September	4th	2024-25 CAC Meeting Link Meeting Link: 811 1202 7180 Passcode: 931535
December	4th	2024-25 CAC Meeting Link Meeting Link: 811 1202 7180 Passcode: 931535
February	5th	2024-25 CAC Meeting Link Meeting Link: 811 1202 7180 Passcode: 931535
April	23th	2024-25 CAC Meeting Link Meeting Link: 811 1202 7180 Passcode: 931535

2024-2025 DRAFT PROFESSIONAL DEVELOPMENT CALENDAR

TRAINING TOPIC	PRESENTER	TIME	JULY	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
New Member Orientation	SELPA	9am – 12pm		12 th										
Woodcock Johnson IV Achievement Test Subtest Review, Administration, Scoring and Interpretation (1901 & 1951)	Riverside Insights	8:30am – 4pm			5 th 19 th									
Nonviolent Crisis Intervention (NCI)	SELPA	8:30am – 3pm		20 th					15 th					
IEP MANAGEMENT & WRITING SERIES	PRESENTER	TIME	JULY	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
SEIS Functionality for Teachers & Providers	SELPA	1pm – 3pm		21 st										
IEP Development 101	SELPA	1pm – 3pm		23 rd										
Connecting the Dots: How to Create Legally Compliant Data Driven IEPs	SELPA	9am – 3pm			12 th				23 rd					
SCHOOL LEADERS SERIES FOUR SESSIONS	PRESENTER	TIME	JULY	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
SEIS for Administrators	SELPA	1pm – 3pm		15 th										
Administrative Designee: The Art of Facilitating IEPs	SELPA	9am – 12pm			26 th									
Conflict Management for Educational Leaders (1901 & 1951)	Harper Conflict Resolution	1pm – 3pm				15 th								
Due Process, CDE Complaints, and Settlement Agreements (1901 & 1951)	Fegan, Friedman & Fulfroost	1pm – 3pm					6 th							
SELPA MEETINGS	PRESENTER	TIME	JULY	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
School Psychologists Professional Learning Community (1901 & 1951)	SELPA	TBD			27 th		15 th		17 th		7 th		16 th	
Community Advisory Committee	SELPA	6pm – 7pm			4 th			4 th		5 th		23 rd		
Program Council	SELPA	1pm – 3pm		29 th		24 th		12 th		13 th		10 th	29 th	
Governance Council & Ad Hoc Committee	SELPA	8am – 9am								27 th		24 th (as needed)	22 nd	26 th (as needed)

[Governance Council Meeting](#) – May 23, 2024

Item VI. **CLOSING ITEMS**

A. SELPA Governance Council Calendar



2023-2024 Governance Council Calendar of Meetings

Meeting: 8:00am to 9:00am

Ad Hoc Meeting to Follow the End of the Governance Council Meeting

<u>MONTH</u>	<u>DATE</u>	<u>LOCATION</u>
October	26	<u>LAC SELPA Office & Virtual</u> Room: Ed Center 107 9300 Imperial Hwy., Downey, CA 90242
January	25	<u>LAC SELPA Office & Virtual</u> Room: Ed Center 107 9300 Imperial Hwy., Downey, CA 90242
March	28	<u>LAC SELPA Office & Virtual</u> Room: Ed Center 107 9300 Imperial Hwy., Downey, CA 90242
April	25	<u>LAC SELPA Office & Virtual</u> Room: Ed Center 107 9300 Imperial Hwy., Downey, CA 90242
May	23	<u>LAC SELPA Office & Virtual</u> Room: Ed Center 107 9300 Imperial Hwy., Downey, CA 90242
June	20	<u>LAC SELPA Office & Virtual</u> Room: Ed Center 107 9300 Imperial Hwy., Downey, CA 90242

Created: 5/19/23
Approved: 5/25/23