

# Agenda

Meeting No. 2: 2024-25



[9300 Imperial Highway, Downey, CA 90242](#)  
[\(562\) 803-8338](#)

**Governance Council Meeting**  
**May 22, 2025**  
**8:00 a.m.**

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

**Zoom Meeting Participant Information**  
**Join Zoom Meeting**  
**Meeting ID: 839 6964 4533**  
**Passcode: 1951**

## Governance Member Remote Participation

Josh Stock/Amber Cox	Lashon Academy & Lashon City – 7747 Kester Avenue, Van Nuys, CA 91405
Nadia Shaiq	ISANA Achernar - 3580 Wilshire Blvd., Suite 1130 Los Angeles, CA 90010
Megan Betry	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/Kathryn Casey	Options For Youth, Acton -17216 Slover Ave Suite L-102, Fontana, CA 92337
Paola Tapia	Westbrook Academy – 2340 Firestone Blvd., South Gate, CA 90280
Zuzy Chavez	Jardin de la Infancia – 1400 S. Broadway, Los Angeles, CA 90015
Padmini Srinivasan/Patricia Hirano	ISSAC – 1770 Tustin Avenue, Costa Mesa, CA 92627
Loretta Burns	Blue Ridge Academy – 26585 Golden Valley Rd., Santa Clarita, CA 91350
Alejandro Gomez	Bridges Preparatory Academy – 400 S. Santa Fe, Compton, CA 90221
Wendy Shmaeff	Village Charter Academy – 7357 Jordan Avenue, Canoga Park CA 91303
Cathy Adams	Mayacamas Countywide Middle School – 983 Napa Street, Napa CA 94559
Jose Fernandez	Irvine International Academy – 4782 Karen Ann Lane, Irvine CA 92604
Taylor Moore	ICEF Inglewood Elementary – 3855 W. Slauson Avenue, Los Angeles CA 90056
Loretta Burns	Blueridge Academy – 625 W. Covina Blvd., San Dimas CA 91773
Sarah Bach/Victoria Luong	Sycamore Creek – 17601 Morgan Lane, Huntington Beach CA 92647
Jubria Lewis/Tonya Kabia	The SEED School of Los Angeles County – 8400 Vermont Avenue, Los Angeles CA 90044

## I. PRELIMINARY ACTIVITIES

- A. Call to Order
- B. Ordering of the Agenda
- C. Approval of the Minutes
  1. February 27, 2025, Governance Council Meeting

## II. COMMUNICATIONS

- A. Public Comment

**III. HEARINGS**

- A. 2025-2026 Local Plan Sections: D. Annual Budget Plan and E. Annual Service Plans and Attachments

**IV. REPORTS / STUDY TOPICS**

- A. Membership Report – 2025-2026 SELPA Applications
- B. SELPA Reports

**V. RECOMMENDATIONS**

- A. Approval of Opportunities for Learning – Ridgecrest for SELPA membership commencing July 1, 2025 for the 2025-2026 school year
- B. Approval of the 2025-2026 Local Plan Sections: D. Annual Budget Plan, E. Annual Service Plan and Attachments
- C. Approval of the 2025-2026 Governance Council Meetings and other Committee Calendars
- D. Approval of the Governance Council Chair for the 2025-2026 & 2026-2027 fiscal years

**VI. CLOSING ITEMS**

- A. SELPA Governance Council Calendar

**VII. ADJOURNMENT**



UNAPPROVED DRAFT  
No. 1: 2024-2025

**LOS ANGELES COUNTY CHARTER SELPA**  
**GOVERNANCE COUNCIL MEETING**

**February 27, 2025**

The Governance Council Meeting of the LAC Charter SELPA was held on Thursday, February 27, 2025, at 9300 Imperial Highway, Downey, California 90242 and remotely through Zoom.

**PRESENT:**

1. Yuri Song (Academia Avance)
2. Rachel Villalobos (Academia Moderna)
3. Loretta Burns (Blue Ridge Academy)
4. Alejandro Gomez (Bridges Preparatory Academy)
5. Mailelei Penn (Granite Mountain)
6. Taylor Moore (ICEF Inglewood Charter Elementary Charter Academy)
7. James McGrath (Intellectual Virtues Academy)
8. Jose Fernandez (Irvine International Academy)
9. Nadia Shaiq (Isana Achnar)
10. Zuzy Chavez (Jardin de la Infancia)
11. Krystal Walton (LACOE)
12. Amber Cox (Lashon Charter Academy)
13. Amber Cox (Lashon Academy City Charter)
14. Cathy Adams (Mayacamas)
15. Megan Betry (Opportunities for Learning, Duarte)
16. Yelena Shapiro (Opportunities for Learning, William S. Hart)
17. Brock Champion (Options for Youth-Acton)
18. Rachel Villalobos (Prepa Tec – Los Angeles)
19. Sarah Bach (Sycamore Creek Community Charter School)
20. Wendy Shmaeff (Village Charter Academy)
21. Paola Tapia (Westbrook Academy)

**ABSENT:**

1. Lynn Rodriguez (DaVinci RISE)
2. Danny DeLeon Jr (Edward B. Cole Sr. Academy)
3. Laura Schlottman (Explore Public Schools)
4. Courtney McCorkle (Heartland Charter School)
5. Padmini Srinivasan (International School for Science and Culture)
6. Beatriz Gutierrez (Soleil Academy)
7. Jubria Lewis (The SEED School)

**SELPA STAFF and GUESTS:** Damali Thomas (LACOE); Krystal Walton (LACOE) Alyssa Martinez (LACOE); Analy Mendoza (LACOE); and Loretta Burns (Blue Ridge Academy).

**I. PRELIMINARY ACTIVITIES**

**A. Call to Order:** The meeting was call to order at 8:06 am

**B. Approval of the Agenda**

The agenda was accepted as presented.

**C. Approval of the Minutes**

June 20, 2024, Governance Council Meeting

**Moved Approval:** Rachel Villalobos; **Second:** Wendy Shmaeff

**Aye:** 19; **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**

No SELPA applications have been received for the 2025-26 school year, expecting Sycamore Creek Countywide to apply for membership. Now the application can be done through the Application Portal.

Wendy Shmaeff shared that a parent meeting was held to discuss immigration issues, which had a strong turnout. Informational packets provided by LACOE were distributed to parents.

**B. SELPA Reports**

Alyssa Martinez provided an overview of the Fiscal Report, including the Governor's proposed 2025-26 budget. She highlighted the increase in the Cost-of-Living Adjustment (COLA) to 2.43% and shared projected rates for special education funding. Additionally, she discussed budget projections based on P-1 estimates, factoring in the COLA increase. Lastly, she reviewed upcoming fiscal reporting due dates.

Damali Thomas announced that the 2025 annual determination letters have been sent to all LEAs, noting that two LEAs have been identified as disproportionate, five or six are at targeted level two, and one is at targeted level three. Information about the CALTAN website was shared as a resource. Krystal Walton provided an update on IEP implementation and noncompliant LEAs, stating that if noncompliance continues during Prong Two, corrective action will be recommended to ensure compliance by the end of the 2024-25 school year. Damali Thomas shared a Padlet resource on mental health expenditures, as well as dates for the CALPADS Roadshow and EOY 3 & 4. Updates from the Federal Education Platform regarding federal legislation were also shared, along with information on handicapping category language changes.



**V. RECOMMENDATIONS (None)**

**VI. CLOSING ITEMS**

**A. SELPA Calendars**

Next Governance Council meeting will be held on May 22, 2025. April meeting will be added if there is any information that needs to be shared.

**VII. ADJOURNMENT**

**Meeting Adjournment**

The Governance Council meeting was adjourned at 8:53 a.m.

DRAFT

Item IV.        **REPORTS / STUDY TOPICS**

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

1. [2025-26 SELPA Applicants](#)
  1. OFL Ridgecrest
  2. Sycamore Creek Community Charter School II (Countywide)
  3. Los Angeles Leadership Academy
  4. LEA BOP
2. 2024-25 LAC Charter SELPA Members (**28 Members; 15 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. Explore Charter Academy
  8. Granite Mountain
  9. Heartland Charter School
  10. ICEF Inglewood Charter Elementary
  11. Intellectual Virtues Academy
  12. International School for Science & Culture
  13. Irvine International Academy
  14. Isana Academies Achnar
  15. Jardin de la Infancia
  16. Los Angeles County Office of Education
  17. Lashon Academy Charter
  18. Lashon Academy City Charter
  19. Mayacamas Countywide 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. Westbrook Academy
  25. SEED School of Los Angeles County
  26. Soleil Academy
  27. Sycamore Creek Community Charter School
  28. Village Charter Academy

Item IV.        **REPORTS / STUDY TOPICS**

- B.        SELPA Reports – Information and Discussion
  - 1. Finance & Governance
    - a. Finance Items
      - Annual Budget Plan
      - 2025-26 May Revise Initial Impressions
      - Proposed Education Reductions Article from School Services of California
        - Flat Funding Proposed for IDEA (including resource 3327)
      - Resource 3327 – IDEA Federal Mental Health
        - GANs received week of 5/5/25
          - LEAs to Sign and Return
      - Low Incidence Reimbursement Requests Due June 30th
    - b. Current Governance Documents
      - [Local Plan](#)
      - [Allocation Plan](#)
      - [Participant's Agreements](#)
  - 2. Data, Accountability, Compliance & CDE – informational
    - Annual Services Plan
    - Personnel Data Report
      - Submission Window: May 9<sup>th</sup>
      - Amendment Window: May 10<sup>th</sup> -29<sup>th</sup>
      - Final Certification: May 30<sup>th</sup>
    - IEP Implementation Data Collection Due June 27<sup>th</sup>
    - CIM Progress Report Due July 10<sup>th</sup>
  - b. CALPADS
    - EOY 3 & 4 Submission Window: May 6<sup>th</sup> – July 25<sup>th</sup> 2025
    - Amendment Window Opens: July 26<sup>th</sup> - August 8<sup>th</sup> 2025
  - c. Beyond SST Beginning 2025-2026 Fiscal Year
- 3. Ad Hoc Committee
  - a. IEE Policy/Procedures
- 4. Ed Code, Policy and Legislative Updates – Open Discussion by Members
  - a. AJR-7 – (Addis) Special Education Funding – Support
  - b. AB 1224 – (Valencia) Teacher Credentialing: Substitute Teachers: days of service – Support
  - c. AB 606 – (Quirk-Silva) Certificated Employees: Professional Services Credential: Out of State Applicants – Support
  - d. AB 1009 – (Blanca Rubio) Teacher Credentialing: Administrative Services Credential: OTs and PTs – Support
  - e. H.R. 2333 (Mannion) Protecting Students with Disabilities Act – Support
  - f. H.R. 2598 (Huffman & Van Hollen) IDEA Full Funding Act

## **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

SELPA 1951 Los Angeles County Charter SELPA

Fiscal Year 2025-26

**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	26,423,267	90.11%
AB 602 Property Taxes		0.00%
Federal IDEA Part B		0.00%
Federal IDEA Part C	2,900,000	9.89%
State Infant/Toddler		0.00%
State Mental Health		0.00%
Federal Mental Health		0.00%
Other Projected Revenue		0.00%
<b>Total Projected Revenue:</b>	<b>29,323,267</b>	<b>100.00%</b>

**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.

# Section D: Annual Budget Plan

SELPA 1951 Los Angeles County Charter SELPA

Fiscal Year 2025-26

## 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	23,439,410	49.22%
Object Code 2000—Classified Salaries	2,227,603	4.68%
Object Code 3000—Employee Benefits	8,755,938	18.39%
Object Code 4000—Supplies	277,724	0.58%
Object Code 5000—Services and Operations	12,784,230	26.85%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing	133,524	0.28%
<b>Total Projected Expenditures:</b>	47,618,429	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

SELPA 1951 Los Angeles County Charter SELPA

Fiscal Year 2025-26

### 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	26,423,267	55.96%
Projected Federal Revenue	2,900,000	6.14%
Local Contribution	17,894,057	37.90%
<b>Total Revenue from all Sources:</b>	47,217,324	100.00%

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

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

##### D-9. Special Education Local Plan Area Allocation Plan

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

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.

- b. ☒ YES ☐ NO

If the allocation plan specifies that funds will be apportioned to the RLA/AU/AE, or to the SELPA administrator (for single LEA SELPAs), the administrator of the SELPA, upon receipt, distributes the funds in accordance with the method adopted pursuant to *EC* Section 56195.7(i). This allocation plan was approved according to the SELPA's local policymaking



## Section D: Annual Budget Plan

SELPA 1951 Los Angeles County Charter SELPA

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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.

## Section D: Annual Budget Plan

SELPA 1951 Los Angeles County Charter SELPA

Fiscal Year 2025-26

**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	399,678	27.95%
Object Code 2000—Classified Salaries	95,290	6.66%
Object Code 3000—Employee Benefits	233,871	16.36%
Object Code 4000—Supplies	30,000	2.10%
Object Code 5000—Services and Operations	538,368	37.65%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing	132,704	9.28%
<b>Total Projected Operating Expenditures:</b>	<b>1,429,911</b>	<b>100.00%</b>

**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

Section D: Annual Budget Plan

SELPA 1951 Los Angeles County Charter SELPA

Fiscal Year 2025-26

**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.

2,947,669

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

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

1,014,797

**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.

**LOCAL PLAN**  
**Attachments**  
**SPECIAL EDUCATION LOCAL PLAN AREA**



California Department of Education

Special Education Division

Local Plan Annual Submission

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Attachment I

SELPA: 1951 Los Angeles County Charter SELPA

Fiscal Year: 2025-26

## Attachment I—Local Educational Agency Listing

### Participating Local Educational Agency Identification

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

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

#### To Add or Delete Rows:

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

#### LEA Membership Changes:

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

#### SELPA County/District/School Codes

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

## Attachment I

SELPA: 1951 Los Angeles County Charter SELPA

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Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	19	76968	109926	1951	Academia Avance Charter	Jazziel	Rodriguez	(323) 230-7270	jazziel.rodriguez@academiaavance.com	Previously Reported
	2	19	64733	120097	1951	Academia Moderna	Jonah	Miller	(323) 923-0383	j.miller@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	Lynn	Rodriguez	(310) 490-5100	lrodriguez@davincischools.org	Previously Reported
	6	30	66670	101626	1951	Edward B. Cole Academy	Christopher	Todd	(714) 836-9023	todd@ebcacademy.com	Previously Reported
	7	30	10306	142000	1951	Explore Academy	Laura	Schlottman	(626) 429-2773	lschlottman@explorepublisherschools.org	Previously Reported
	8	36	75051	139188	1951	Granite Mountain Charter	Nicole	Balogh	(909) 906-3593	nicole.balogh@granitemountainsschool.com	Previously Reported
	9	15	63628	138131	1951	Heartland Charter	Andrea	Valadez	(661) 368-5716	andrea.valadez@heartlandcharterschool.com	Previously Reported
	10	19	64634	120303	1951	ICEF Inglewood Elementary Charter Academy	Taylor	Moore	(323) 240-4231	tmoore@icefps.org	Previously Reported

## Attachment I

SELPA: 1951 Los Angeles County Charter SELPA

Fiscal Year: 2025-26

Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	11	19	10199	134346	1951	Intellectual Virtues Academy	Summer	Sanders	(562) 283-4456	summer.sanders@academylongbeach.org	Previously Reported
	12	30	10306	139469	1951	International School For Science And Culture	Padmini	Srinivasan	(949) 441-4500	padmini.srinivasan@issaccharter.org	Previously Reported
	13	30	10306	140822	1951	Irvine International Academy	Jose	Fernandez	(949) 242-6167	jfernandez@irvineia.org	Previously Reported
	14	19	73437	134338	1951	ISANA Achnar Academy	Ifeyinwa	Njubigbo	(310) 764-1234	injubigbo@isana.org	Previously Reported
	15	19	10199	106880	1951	Jardin de la Infancia	Zuzy	Chavez	(213) 614-1745	jardindelainfancia@me.com	Previously Reported
	16	19	10199	128025	1951	Lashon Academy	Amber	Cox	(818) 514-4566	acox@lashonacademy.org	Previously Reported
	17	19	10199	139170	1951	Lashon Academy City	Amber	Cox	(818) 514-4566	acox@lashonacademy.org	Previously Reported
	18	19	77289	109942	1951	Los Angeles College Prep Academy	Lourdes	Villasenor	(323) 257-1499	lvillasenor@lcpacademy.org	Closed LEA
	19	28	10280	148361	1951	Mayacamas Countywide Middle	Catherine	Adams	(707) 815-1147	cathy.adams@mayacamas.school	Previously Reported
	20	28	66266		1951	Mayacamas Middle School	Jolene	Yee	(415) 515-4226	napawicks@gmail.com	Closed LEA
	21	19	64469	128736	1951	Opportunities for Learning - Duarte	Waneka	Cabrera	(562) 381-5126	wcabrera@skyrocket-ed.com	Previously Reported
	22	19	65136	1996263	1951	Opportunities for Learning - William S. Hart	Waneka	Cabrera	(562) 381-5126	wcabrera@skyrocket-ed.com	Previously Reported



## Attachment I

SELPA: 1951 Los Angeles County Charter SELPA

Fiscal Year: 2025-26

	23	19	75309	136648	1951	Option for Youth-Acton	Waneka	Cabrera	(562) 381-5126	wcabrera@skyrocket-ed.com	Previously Reported
	24	19	64733	127936	1951	PREPA TEC - Los Angeles	Rachel	Villalobos	(323) 800-2739	r.villalobos@altaps.org	Previously Reported
	25	19	10199	134361	1951	Russell Westbrook Why Not? Middle	Paola	Tapia	(213) 745-4928	paolat@lapromisefund.org	Closed LEA
	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	10199	140962	1951	The SEED School of Los Angeles County	Tonya	Kabia	(213) 294-8551	tkabia@seescholl.a.org	Previously Reported
	29	19	64733	129866	1951	Village Charter Academy	Wendy	Shmaeff	(818) 716-2887	w.shmaeff@villagecharteracademy.com	Previously Reported
	30	19	10199	139345	1951	We the People High	Anita	Ravi	(562) 533-4862	anitaravi@wethepeopleps.org	Closed LEA
	31	19	10199	135582	1951	Westbrook Academy	Paola	Tapia	(213) 745-4928	paola@lapromisefund.org	Previously Reported
	32	19	10199	0	1951	Los Angeles County Office of Education	Damali	Thomas	(562) 803-8338	thomas_damali@lacoee.edu	Previously Reported

Attachment II

SELPA: 1951 Los Angeles County Charter SELPA

Fiscal Year: 2025-26

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

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

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

## Attachment II

SELPA: 1951 Los Angeles County Charter SELPA

Fiscal Year: 2025-26

**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	192,342	0	46,897	0	0	0	0	0	239,239
2	Academia Moderna	355,477	0	57,037	0	0	0	0	0	412,514
3	Blue Ridge Academy	6,965,907	0	820,061	0	0	0	0	0	7,785,968
4	Bridges Preparatory Academy	131,266	0	25,350	0	0	0	0	0	156,616
5	Da Vinci RISE High	107,736	0	77,316	0	0	0	0	0	185,052
6	Edward B. Cole Academy	368,408	0	54,502	0	0	0	0	0	422,910
7	Explore Academy	104,604	0	0	0	0	0	0	0	104,604
8	Granite Mountain Charter	3,967,136	0	550,087	0	0	0	0	0	4,517,223

## Attachment II

SELPA: 1951 Los Angeles County Charter SELPA

Fiscal Year: 2025-26

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	Heartland Charter	5,433,251	0	674,301	0	0	0	0	0	6,107,552
10	ICEF Inglewood Elementary Charter Academy	332,192	0	44,362	0	0	0	0	0	376,554
11	Intellectual Virtues Academy	95,697	0	27,885	0	0	0	0	0	123,582
12	International School For Science And Culture	98,047	0	19,012	0	0	0	0	0	117,059
13	Irvine International Academy	465,856	0	19,012	0	0	0	0	0	484,868
14	ISANA Achernar Academy	349,408	0	69,712	0	0	0	0	0	419,120
15	Jardin de la Infancia	18,468	0	1,267	0	0	0	0	0	19,735
16	Lashon Academy	509,231	0	77,316	0	0	0	0	0	586,547
17	Lashon Academy City	106,933	0	6,337	0	0	0	0	0	113,270
18	Los Angeles College Prep Academy	0	0	0	0	0	0	0	0	0

## Attachment II

SELPA: 1951 Los Angeles County Charter SELPA

Fiscal Year: 2025-26

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	Mayacamas Countywide Middle	106,161	0	12,675	0	0	0	0	0	118,836
20	Mayacamas Middle School	0	0	0	0	0	0	0	0	0
21	Opportunities for Learning - Duarte	311,553	0	0	0	0	0	0	0	311,553
22	Opportunities for Learning - William S. Hart	1,382,356	0	0	0	0	0	0	0	1,382,356
23	Option for Youth-Acton	2,252,325	0	0	0	0	0	0	0	2,252,325
24	PREPA TEC - Los Angeles	273,421	0	39,292	0	0	0	0	0	312,713
25	Russell Westbrook Why Not? Middle	0	0	0	0	0	0	0	0	0
26	Soleil Academy Charter	326,656	0	46,897	0	0	0	0	0	373,553
27	Sycamore Creek Community Charter	140,693	0	19,012	0	0	0	0	0	159,705
28	The SEED School of Los Angeles County	164,349	0	78,584	0	0	0	0	0	242,933

Attachment II

SELPA: 1951 Los Angeles County Charter SELPA

Fiscal Year: 2025-26

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
29	Village Charter Academy	269,974	0	68,444	0	0	0	0	0	338,418
30	We the People High	0	0	0	0	0	0	0	0	0
31	Westbrook Academy	345,151	0	64,642	0	0	0	0	0	409,793
32	Los Angeles County Office of Education	1,248,669	0	0	0	0	0	0	0	1,248,669
Totals:		26,423,267	0	2,900,000	0	0	0	0	0	29,323,267

## Attachment III

SELPA: 1951 Los Angeles County Charter SELPA

Fiscal Year: 2025-26

**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	85,680	121,758	59,701	14,037	262,646	0	0	543,823
2	Academia Moderna	165,372	28,395	18,801	0	359,546	0	0	572,114
3	Blue Ridge Academy	5,074,792	206,404	2,782,811	0	4,471,369	0	0	12,535,376
4	Bridges Preparatory Academy	146,120	41,600	42,770	0	89,526	0	0	320,016
5	Da Vinci RISE High	175,000	25,000	55,000	0	15,000	0	0	270,000
6	Edward B. Cole Academy	259,800	58,040	101,857	22,934	88,001	0	0	530,633
7	Explore Academy	83,000	12,650	4,841	0	51,456	0	0	151,947
8	Granite Mountain Charter	5,211,330	267,523	1,621,932	0	519,786	0	0	7,620,571
9	Heartland Charter	7,250,366	163,530	2,687,280	204,967	700,000	0	0	11,006,142

## Attachment III

SELPA: 1951 Los Angeles County Charter SELPA

Fiscal Year: 2025-26

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
10	ICEF Inglewood Elementary Charter Academy	359,275	143,902	186,175	0	152,035	0	0	841,387
11	Intellectual Virtues Academy	80,000	0	10,000	0	50,000	0	0	140,000
12	International School For Science And Culture	18,360	20,930	4,285	0	100,000	0	0	143,575
13	Irvine International Academy	96,840	27,528	21,624	1,610	125,579	0	820	274,000
14	ISANA Achernar Academy	256,015	195,646	149,493	0	225,000	0	0	826,154
15	Jardin de la Infancia	0	0	0	0	24,000	0	0	24,000
16	Lashon Academy	280,000	70,000	80,000	0	250,000	0	0	680,000
17	Lashon Academy City	40,000	20,000	20,000	0	25,000	0	0	105,000
18	Los Angeles College Prep Academy	0	0	0	0	0	0	0	0
19	Mayacamas Countywide Middle	90,480	8,286	19,016	0	67,153	0	0	184,935
20	Mayacamas Middle School	0	0	0	0	0	0	0	0



## Attachment III

SELPA: 1951 Los Angeles County Charter SELPA

Fiscal Year: 2025-26

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
21	Opportunities for Learning - Duarte	17,943	6,142	11,434	0	198,420	0	0	233,939
22	Opportunities for Learning - William S. Hart	721,385	63,909	74,093	0	941,140	0	0	1,800,527
23	Option for Youth-Acton	1,021,654	305,447	162,638	4,176	1,364,057	0	0	2,857,972
24	PREPA TEC - Los Angeles	159,797	0	55,368	0	276,890	0	0	492,055
25	Russell Westbrook Why Not? Middle	0	0	0	0	0	0	0	0
26	Soleil Academy Charter	260,247	83,324	51,536	0	780,934	0	0	1,176,041
27	Sycamore Creek Community Charter	254,941	71,912	81,713	0	0	0	0	408,566
28	The SEED School of Los Angeles County	421,024	44,160	116,296	0	317,366	0	0	898,846
29	Village Charter Academy	188,992	33,750	55,686	0	457,525	0	0	735,952
30	We the People High	0	0	0	0	0	0	0	0
31	Westbrook Academy	321,319	112,476	47,717	0	333,432	0	0	814,944

Attachment III

SELPA: 1951 Los Angeles County Charter SELPA

Fiscal Year: 2025-26

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
32	Los Angeles County Office of Education	399,678	95,290	233,871	30,000	538,368	0	132,704	1,429,911
Totals:		23,439,410	2,227,603	8,755,938	277,724	12,784,230	0	133,524	47,618,429

## Attachment IV

SELPA: 1951 Los Angeles County Charter SELPA

Fiscal Year: 2025-26

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
1	Academia Avance Charter	46,897	1.62%	192,342	0.73%	304,584	239,239
2	Academia Moderna	57,037	1.97%	355,477	1.35%	159,600	412,514
3	Blue Ridge Academy	820,061	28.28%	6,965,907	26.36%	4,749,408	7,785,968
4	Bridges Preparatory Academy	25,350	0.87%	131,266	0.50%	163,401	156,616
5	Da Vinci RISE High	77,316	2.67%	107,736	0.41%	0	185,052
6	Edward B. Cole Academy	54,502	1.88%	368,408	1.39%	107,723	422,910
7	Explore Academy	0	0.00%	104,604	0.40%	47,343	104,604
8	Granite Mountain Charter	550,087	18.97%	3,967,136	15.01%	3,103,348	4,517,223
9	Heartland Charter	674,301	23.25%	5,433,251	20.56%	4,898,590	6,107,552

## Attachment IV

SELPA: 1951 Los Angeles County Charter SELPA

Fiscal Year: 2025-26

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
10	ICEF Inglewood Elementary Charter Academy	44,362	1.53%	332,192	1.26%	464,834	376,554
11	Intellectual Virtues Academy	27,885	0.96%	95,697	0.36%	16,418	123,582
12	International School For Science And Culture	19,012	0.66%	98,047	0.37%	0	117,059
13	Irvine International Academy	19,012	0.66%	465,856	1.76%	0	484,868
14	ISANA Achernar Academy	69,712	2.40%	349,408	1.32%	407,034	419,120
15	Jardin de la Infancia	1,267	0.04%	18,468	0.07%	4,265	19,735
16	Lashon Academy	77,316	2.67%	509,231	1.93%	93,453	586,547
17	Lashon Academy City	6,337	0.22%	106,933	0.40%	0	113,270
18	Los Angeles College Prep Academy	0	0.00%	0	0.00%	0	0
19	Mayacamas Countywide Middle	12,675	0.44%	106,161	0.40%	66,099	118,836
20	Mayacamas Middle School	0	0.00%	0	0.00%	0	0

## Attachment IV

SELPA: 1951 Los Angeles County Charter SELPA

Fiscal Year: 2025-26

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
21	Opportunities for Learning - Duarte	0	0.00%	311,553	1.18%	0	311,553
22	Opportunities for Learning - William S. Hart	0	0.00%	1,382,356	5.23%	418,171	1,382,356
23	Option for Youth-Acton	0	0.00%	2,252,325	8.52%	605,647	2,252,325
24	PREPA TEC - Los Angeles	39,292	1.35%	273,421	1.03%	179,342	312,713
25	Russell Westbrook Why Not? Middle	0	0.00%	0	0.00%	0	0
26	Soleil Academy Charter	46,897	1.62%	326,656	1.24%	802,488	373,553
27	Sycamore Creek Community Charter	19,012	0.66%	140,693	0.53%	248,861	159,705
28	The SEED School of Los Angeles County	78,584	2.71%	164,349	0.62%	655,913	242,933
29	Village Charter Academy	68,444	2.36%	269,974	1.02%	397,535	338,418
30	We the People High	0	0.00%	0	0.00%	0	0
31	Westbrook Academy	64,642	2.23%	345,151	1.31%	0	409,793

Attachment IV

SELPA: 1951 Los Angeles County Charter SELPA

Fiscal Year: 2025-26

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
32	Los Angeles County Office of Education	0	0.00%	1,248,669	4.73%	0	1,248,669
Totals:		2,900,000	100.00%	26,423,267	100.00%	17,894,057	29,323,267

## Attachment V

SELPA: 1951 Los Angeles County Charter SELPA

Fiscal Year: 2025-26

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
1	Academia Avance Charter	262,646	0
2	Academia Moderna	0	11,442
3	Blue Ridge Academy	132,000	14,000
4	Bridges Preparatory Academy	320,016	0
5	Da Vinci RISE High	29,250	0
6	Edward B. Cole Academy	0	0
7	Explore Academy	95,650	30,000
8	Granite Mountain Charter	15,000	27,755
9	Heartland Charter	165,092	48,427

## Attachment V

SELPA: 1951 Los Angeles County Charter SELPA

Fiscal Year: 2025-26

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	ICEF Inglewood Elementary Charter Academy	0	841,387
11	Intellectual Virtues Academy	51,800	0
12	International School For Science And Culture	0	0
13	Irvine International Academy	0	0
14	ISANA Achernar Academy	826,154	0
15	Jardin de la Infancia	24,000	0
16	Lashon Academy	0	0
17	Lashon Academy City	0	0
18	Los Angeles College Prep Academy	0	0
19	Mayacamas Countywide Middle	117,782	0
20	Mayacamas Middle School	0	0



## Attachment V

SELPA: 1951 Los Angeles County Charter SELPA

Fiscal Year: 2025-26

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	Opportunities for Learning - Duarte	0	0
22	Opportunities for Learning - William S. Hart	0	0
23	Option for Youth-Acton	0	0
24	PREPA TEC - Los Angeles	0	19,682
25	Russell Westbrook Why Not? Middle	0	0
26	Soleil Academy Charter	0	0
27	Sycamore Creek Community Charter	408,566	13,180
28	The SEED School of Los Angeles County	0	0
29	Village Charter Academy	499,712	8,923
30	We the People High	0	0
31	Westbrook Academy	0	0

Attachment V

SELPA: 1951 Los Angeles County Charter SELPA

Fiscal Year: 2025-26

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
32	Los Angeles County Office of Education	0	0
Totals:		2,947,669	1,014,797

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

Attachment VII

SELPA: 1951 Los Angeles County Charter SELPA

Fiscal Year: 2025-26

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

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

LEA Name	Add or Delete Row	LEA Status	Transferred FROM	Transferred TO	Initiating SELPA Notification Date	SELPA Governing Board Notification Date	COE Notification Date	CDE Notification Date	Agreed Upon Effective Fiscal Year
Los Angeles County Office of Education		Delete This Row							

DO NOT  
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## FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

### Initial Impressions from Governor Newsom's 2025-26 May Revision



BY SSC TEAM

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posted May 14, 2025



Today, May 14, 2025, Governor Gavin Newsom released his revised proposal for the 2025-26 State Budget. The purpose of this article is to provide a quick overview of Governor Newsom's revisions to his original 2025-26 State Budget and reserve our commentary and further analysis for inclusion in our more detailed *Fiscal Report* article to be released later today.

#### Proposition 98, Reserves, and the CCC-TK Split

The proposed 2025-26 State Budget includes Proposition 98 funding of \$114.6 billion for 2025-26. Proposition 98 is estimated to be \$98.5 billion in 2023-24 and \$118.9 billion in the current year. These revised Proposition 98 levels represent an increase of approximately \$2.9 billion over the three-year period relative to the 2024 Budget Act, but a decrease of approximately \$4.6 billion from the Governor's Budget. Test 1 is projected to be operative for fiscal years 2024-25 and 2025-26.

The Governor continues his proposal from January to appropriate less than the calculated Proposition 98 minimum guarantee (Guarantee) in 2024-25 at \$117.6 billion instead of the currently calculated level of \$118.9 billion. This is intended to mitigate the risk of potentially appropriating more resources to the Guarantee than are ultimately available in the final calculation for 2024-25.

Adjustments in capital gains revenues at the 2025-26 May Revision are projected to reduce the Proposition 98 Rainy Day Fund mandatory deposit in 2024-25 to \$540 million. Additionally, a decrease in the Proposition 98 Guarantee triggers a mandatory withdrawal of \$540 million in 2025-26, exhausting the remaining balance.

In prior years, 10.93% of the amount of General Fund rebench into the Proposition 98 Guarantee for the cost of transitional kindergarten (TK) expansion was added to the California Community Colleges (CCC) budget. Over the three-year budget window, this has resulted in \$492.4 million in increased resources for community colleges, and a like amount of funding that has not been available for TK-12 schools to implement the expansion of TK. The May Revision shifts the full TK expansion funding to the TK-12 education side of the Proposition 98 budget.

#### LCFF—COLA, One-Time Funding, and Deferrals

Governor Newsom fully funds the 2.30% cost-of-living adjustment (COLA) for the Local Control Funding Formula (LCFF) in 2025-26, which results in an increase of approximately \$2.1 billion for local educational agencies (LEAs) as compared to the 2024 Budget Act.

The May Revision uses \$481 million from the Proposition 98 Rainy Day Fund to support LCFF costs in 2025-26, and proposes deferring \$1.8 billion in LCFF funding from June 2026 to July 2026.

#### Universal TK

In the 2025-26 school year, the May Revision provides a total of \$2.1 billion ongoing (inclusive of all prior years' investments) to support the full implementation of universal TK, down slightly from the Governor's Budget estimate of \$2.4 billion, driven largely by revised average daily attendance (ADA) estimates and a lower LCFF COLA.

The May Revision also provides an additional \$1.2 billion ongoing to support further lowering the average student-to-adult ratio from 12:1 to 10:1, which is also lower than the Governor's Budget estimate of \$1.5 billion, again driven by revised ADA estimates.

#### ELO-P

The May Revision maintains the Governor's January proposal to lower the threshold for the Expanded Learning Opportunities Program (ELO-P) Rate 1 eligibility from those with an unduplicated pupil percentage of 75% to those with 55% unduplicated students, which is now estimated to cost \$515.5 million at the May Revision (compared to \$435 million ongoing at the Governor's Budget). Additionally, the proposed State Budget includes an additional \$10 million to increase the minimum grant amount from \$50,000 to \$100,000 per LEA.

#### One-Time Funding

#### Literacy Instruction

The May Revision builds upon the January proposal in literacy instruction of \$545.3 million to add \$200 million one-time to support evidence-based professional learning for elementary school educators aligned with the English Language Arts/English Language Development (ELA/ELD) Framework.

#### Teacher Preparation and Professional Development

The Governor's Budget included multiple proposals intended to support teachers and improve access to the educator pipeline. The May Revision repurposes \$150 million one-time for the Teacher Recruitment Incentive Grant Program to, among other things, provide \$100 million one-time to fund stipends for student teachers.

#### Student Support and Professional Development Discretionary Block Grant

The May Revision reduces the amount of one-time funds available for the Student Support and Professional Development Discretionary Block Grant from \$1.8 billion to \$1.7 billion.

#### **Other Programs**

The May Revision updates the COLA for specified categorical programs (including special education) and the LCFF Equity Multiplier.

To fully fund the Universal Meals Program in 2025–26, \$90.7 million is proposed in additional ongoing funding.

As a solution to address the “budget problem,” the statutory COLA for the California State Preschool Program in 2025–26 is suspended.

#### **Summary**

This very broad extract of Governor Newsom's May Revision proposals is provided to keep you informed. Over the next few hours and days, we will be working to distill the information and make it actionable for LEAs.

Stay tuned for comprehensive analysis throughout the days ahead via *Fiscal Report* articles and our [May Revision Workshop](#). These forums provide us with an opportunity to add the details and clarifications that allow you to assess the impact of the 2025–26 May Revision on your LEA.



FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

Trump Proposes Significant Education Reductions

BY MICHELLE MCKAY UNDERWOOD Copyright 2025 School Services of California, Inc. posted May 2, 2025

Today, May 2, 2025, President Donald Trump released his proposed budget for fiscal year 2026, which includes significant reductions to education programs. The President calls for a 15.3% reduction in education funding compared to 2025 levels, which would reduce funding from \$78.7 billion to \$66.7 billion.

The following information is extracted directly from the [letter](#) sent from the Director of the Office of Management and Budget to the Chair of the Senate Committee on Appropriations, which provides an overview of the discretionary request.

Program Name	Change from 2025 Enacted	Brief Description of Program
Charter Schools	+\$60 million	More local school options are needed, so the Budget invests \$500 million, a \$60 million increase, to expand the number of high-quality charter schools, which have a proven track record of improving students’ academic achievement and giving parents more choice in the education of their children.
Preserve Title I and Streamline K-12 Programs	-\$4.535 billion	<p>The K-12 Simplified Funding Program consolidates 18 competitive and formula grant programs into a new \$2 billion formula grant designed to reduce ED’s influence on schools and students and reduce bureaucracy.</p> <p>At the same time, the Budget delivers on the President’s promise by preserving full funding for Title I, the supplemental Federal financial assistance to school districts for children from low-income families</p>
Special Education Simplified Funding Program	No change	<p>The Special Education Simplified Funding Program consolidates seven Individuals with Disabilities Education Act (IDEA) programs to provide States and school districts greater flexibility to support students with special education needs, maintaining funding at the 2025 level.</p> <p>Parents of students with disabilities would remain empowered to direct these funds because the Federal IDEA law would remain in place; maintaining a base set of Federal funds means they can also be withdrawn from States and districts who flout parental rights.</p>
English Language Acquisition	-\$890 million	To end overreach from Washington and restore the rightful role of State oversight in education, the Budget proposes to eliminate the misnamed English Language Acquisition program which actually deemphasizes English primacy by funding NGOs [non-governmental organizations] and States to encourage bilingualism
Adult Education	-\$729 million	K-12 outcomes will improve as education returns to the States, which would make remedial education for adults less necessary.
Migrant Education and Special Programs for Migrant Students	-\$428 million	The Budget eliminates programs that work to the detriment of children’s academic success by encouraging movement from, rather than stability and consistency in, a single location.
ED Program Administration	-\$127 million	Program Administration funding is needed for: personnel compensation and benefits for staff retained; fixed and variable costs in non-personnel categories; and costs from deferred resignations, voluntary retirements, and reductions in force.
Teacher Quality Partnerships	-\$70 million	Eliminating this program would allow States and districts to have more control of teacher preparation, recruitment, and retention based on their local context.

Other reductions related to education include the elimination of preschool development grants and a 35% reduction to the Office of Civil Rights. It is unclear from this document whether any changes are proposed to the National School Lunch Program within the U.S. Department of Agriculture.

Like the California State Budget process, the President's proposal is one component of a monthslong conversation. The next federal fiscal year begins October 1, 2025.



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



California Department of Education

Special Education Division

Local Plan Annual Submission

## 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 Section 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.

Los Angeles County Charter SELPA does not serve students within this demographic

☐ 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.

Los Angeles County Charter SELPA does not serve students within this demographic

☐ 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.

Los Angeles County Charter SELPA does not serve students within this demographic

☐ 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.

Los Angeles County Charter SELPA does not serve students within this demographic

☐ 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.

Los Angeles County Charter SELPA does not serve students within this demographic

☐ 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.

Los Angeles County Charter SELPA does not serve students within this demographic

☐ 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.

Los Angeles County Charter SELPA does not serve students within this demographic

☒ 340—Intensive Individual Service

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

IEP Team determination that student requires additional support for all or part of the day to meet his or her IEP goals. (30 California Education Code (EC) Section 56364).

☐ *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, 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. (5 CCR Section 3051.1; 30 EC Section 56363; 34 CFR sections 300.34 (c)(15), 300.8 (c)(11)).

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Is the SELPA's average SLP caseload >55?

☐

Yes

☐

No

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

SELPA Average SLP Caseload:

Reasons for greater than 55 average caseload

N/A

☒ 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

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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. ((34CFR 300.34; CCR Title 5 §3051.12 (a))).

☒ 445—Assistive Technology

☐ *Service is Not Currently Provided*

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

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.

Occupational Therapy (OT) includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. Both direct and indirect services may be provided within the classroom, other educational settings, or the home, in groups or individually, and may include therapeutic techniques to develop abilities, adaptations to the student's environment or curriculum, and consultation and collaboration with other staff and parents. Services are provided, pursuant to an IEP, by a qualified occupational therapist registered with the American Occupational Therapy Certification Board. (5 CCR Section 3051.6; 30 EC Section 56363; 34 CFR Section 300.34 (c)(6)).

☒ 460—Physical Therapy

☐ *Service is Not Currently Provided*

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

These services are provided, pursuant to an IEP, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor

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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. (5 CCR Section 3051.6; 30 EC Section 56363; 34 CFR Section 300.34 (c)(9); California Business and Professions Code (B&PC) Chapter 5.7 sections 2600–2696; Government Code (GC) Interagency Agreement Chapter 26.5 Section 7575(a)(2)).

### ☒ 510–Individual Counseling

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

One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on such student aspects as education, career, personal, or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program. (5 CCR Section 3051.9; 34 CFR Section 300.34(c)(2)).

☐ *Service is Not Currently Provided*

### ☒ 515–Counseling and Guidance

☐ *Service is Not Currently Provided*

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

Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on such student aspects as education, career, personal, or be with parents or staff members on learning problems or guidance programs for students. IEP required group counseling is expected to supplement the regular guidance and counseling program. Guidance services include interpersonal, 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 sections 300.24.(b)(2), 300.306; 5 CCR Section 3051.9).

### ☒ 520–Parent Counseling

☐ *Service is Not Currently Provided*



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

Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs and may include parenting skills or other pertinent issues. IEP required parent counseling is expected to supplement the regular guidance and counseling program. (5 CCR Section 3051.11; 34 CFR Section 300.34(c)(8)).

☒ 525–Social Worker Services

☐ *Service is Not Currently Provided*

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

Social work services, provided by a qualified individual pursuant to an IEP, include, but are not limited to, preparing a social or developmental history of a child with a disability, group and individual counseling with the child and family, working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school, and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program. (5 CCR Section 3051.13; 34 CFR Section 300.34(c)(14)).

☒ 530–Psychological Services

☐ *Service is Not Currently Provided*

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

These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results for parents and staff in implementing the IEP, obtaining and interpreting information about child behavior and conditions related to learning, and 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. IEP required psychological services are expected to supplement the regular guidance and counseling program. (5 CCR Section 3051.10; 34 CFR Section 300.34 (c)(10)).

☒ 535–Behavior Intervention Services

☐ *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. (5 CCR Section



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3001(d); 34 CFR Section 300.34 (c)(10)).

☒ 540–Day Treatment Services

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, Section 1502(a)).

☐ *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, Section 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 who have orthopedic impairment (OI), visual impairment (VI), who are deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or an itinerant teacher/specialist. Consultation is provided to the teacher, staff, and parents as needed. These services must be clearly written in the student's IEP, including frequency and duration of the services to the student. (5 CCR Sections 3051.16, 3051.18; 34 CFR Section 300.34).

☒ 710–Specialized Deaf and Hard of Hearing Services

☐ *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

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curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel. (5 CCR sections 3051.16, 3051.18; 34 CFR Section 300.34).

☒ 715–Interpreter Services

☐ *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. This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student. (5 CCR Section 3051.16; 34 CFR Section 300.34 (c)(4)).

☒ 720–Audiological Services

☐ *Service is Not Currently Provided*

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

These services include measurements of acuity, monitoring amplification, and frequency modulation system use. Consultation services with teachers, parents, or speech pathologists must be identified in the IEP as to reason, frequency, and duration of contact; infrequent contact is considered assistance and would not be included. (5 CCR Section 3051.2; 34 CFR Section 300.34 (c)(1)).

☒ 725–Specialized Vision Services

☐ *Service is Not Currently Provided*

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

This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills including alternative modes of reading and writing; and social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff, and others, and collaboration with the student's classroom teacher. (5 CCR Section 3030(d); 30 EC Section 56364.1).

☒ 730–Orientation and Mobility

☐ *Service is Not Currently Provided*

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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 IEP. (5 CCR Section 3051.3; 30 EC Section 56363; 34 CFR Section 300.34 (c)(7)).

☒ 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. (5 CCR Section 3051.16; 30 EC Section 56363; 34 CFR Section 300.8 (c)(13)).

☒ 740–Specialized Orthopedic Services

☐ *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. (5 CCR sections 3030(e), 3051.16; 30 EC Section 56363; 34 CFR Section 300.8 (c)(8)).

☒ 745–Reader Services

☐ *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. (5 CCR Section 3051.16).

☒ 750–Note Taking Services

☐ *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

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student is unable to do so independently. This may include, but is not limited to, copies of notes taken by another student or transcription of tape-recorded information from a class or aide designated to take notes. This does not include instruction in the process of learning how to take notes. (5 CCR Section 3051.16).

☒ 755–Transcription Services

☐ *Service is Not Currently Provided*

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

Any transcription service to convert materials from print to a mode of communication suitable for the student. This may also include dictation services as it may pertain to textbooks, tests, worksheets, or anything necessary for instruction. (5 CCR Section 3051.16).

☒ 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. (5 CCR Section 3051.15; 34 CFR Section 300.34 (c)(11)).

☒ 820–College Awareness Preparation

☐ *Service is Not Currently Provided*

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

College awareness is the result of acts that promote and increase student learning about higher education opportunities, information, and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility, and financial aid. (34 CFR sections 300.39 (b)(5), 300.43).

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

☐ *Service is Not Currently Provided*

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

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

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realistic career decisions. (5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43).

☒ 840–Career Awareness

☐ *Service is Not Currently Provided*

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

Transition services include a provision for self-advocacy, career planning, and career guidance. This also emphasizes the need for coordination between these provisions and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds. (5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43).

☒ 850–Work Experience Education

☐ *Service is Not Currently Provided*

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

Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree. (5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43).

☒ 855–Job Coaching

☐ *Service is Not Currently Provided*

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

Job coaching is 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. (5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43).

☒ 860–Mentoring

☐ *Service is Not Currently Provided*

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

Mentoring is a sustained coaching relationship between a student and teacher through ongoing involvement. The mentor offers support, guidance, encouragement and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal, as in planned, structured instruction, or informal that occurs naturally through friendship, counseling, and collegiality in a casual, unplanned way. (5

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CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43).

☒ 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 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). 30 EC Section 56341.5 (f); 34 CFR Section 300.344 (3)(b)

☒ 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. (5 CCR Section 3051.3; 34 CFR sections 300.39 (c)(7)).

☒ 890—Other Transition Services

☐ *Service is Not Currently Provided*

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

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

☐ 900—Other Related Service

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

☒ *Service is Not Currently Provided*

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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”





[illegible]

# Certificated Staffing - 60 Day Substitutes - Urgency Bill

## Support Position

- [AB 1224](#) - (Valencia) Teacher credentialing: substitute teachers: days of service.
- Also supported by CAFSE, ACSA, CSBA, CA Association of Superintendents
- Status - Ordered to 3rd reading



# Special Education Funding - Support Position

- [AJR-7](#) - (Addis) Special Education Funding: Protection
- This measure would call on members of the United States Congress to oppose reductions to funding that negatively impact educational services for students with disabilities and would call on the President of the United States and Congress to ensure that services and funding for students with disabilities are uninterrupted.
- Status - Ordered to 3rd reading





# Certificated Staffing - Support Position

- [AB 606](#) (Quirk-Silva) Certificated employees: professional services credential: out-of-state applicants.
- This bill would require the commission to issue a preliminary professional services credential with a specialization in Pupil Personnel Services to an out-of-state prepared applicant who satisfies alternative specific requirements
- Credential is valid for 2 years and eligible for renewal
- Status - Referred to Consent Calendar





# Certificated Staffing - Support Position

- [AB 1009](#) (Blanca Rubio) Teacher credentialing: administrative services credential: occupational and physical therapists.
- This bill would provide that a valid license to practice occupational therapy or physical therapy and verification of meeting basic skills requirement and 3 years of experience as a school-based OT or PT may be used to satisfy the requirements for a preliminary services credential with a specialization in Administrative Services
- Status - Referred to Consent Calendar





# Federal Legislation - Support Position



- [H.R. 2333](#) (Mannion) "Protecting Students with Disabilities Act"
- Prohibit the use of appropriated funds to eliminate, consolidate, or otherwise restructure any office within the Department of Education that administers or enforces programs under the Individuals with Disabilities Education Act.
- CAFSE also adopted a support position
- Status - Referred to the House Committee on Education and Workforce





# SELPA

Administrators Association of California  
Special Education Local Plan Area

## 2024-2025 Officers

### Chair

Scott Turner, Ed.D.  
East San Gabriel Valley SELPA  
1400 Ranger Drive  
Covina, CA 91722  
(626) 966-1679

### Chair Elect

Veronica Coates  
Tehama County SELPA  
900 Palm Avenue  
Red Bluff, Ca 96080  
(530) 588-4476

### Treasurer

Kristin Cinco  
Anaheim Elementary SELPA  
101 South East Street  
Anaheim, CA 92805  
(714) 517-7525

### Secretary

Amber Gallagher, Ed.D.  
San Luis Obispo County SELPA  
8005 Morro Road  
Atascadero, CA 93422  
(805) 782-7301

### Past Chair

Elizabeth Engelken  
Sonoma County SELPA/  
Sonoma Charter SELPA  
5860 Labath Ave.  
Rohnert Park, Ca 94928  
(707) 524-2752

### Steering Committee

Ray Avila, Ed.D.  
Aaron Benton  
Heidi Burgett  
Kristin Cinco  
Veronica Coates  
Steve Collins  
Leah Davis  
Heather DiFede  
Elizabeth Engelken  
Marisa Etheridge  
Trina Frazier  
Amber Gallagher, Ed.D.  
Benay Loftus  
Patty Metheny, Ed.D.  
Patrick McGrew  
Shelly Ota  
Andrew Ownby  
Dina Parker  
Janet Queneau  
Anthony Rebelo, Ph.D.  
Sue Singh, Ed.D.  
Jaime Tate-Symons  
Scott Turner, Ed.D.  
Stacy Wheat, Ed.D.

April 11, 2025

The Honorable Tim Walberg  
House Committee on Education and Workforce  
U.S. House of Representatives  
2176 Rayburn House Office Building  
Washington, DC 20515

**H.R.2333-To prohibit the use of appropriated funds to eliminate, consolidate, or otherwise restructure any office within the Department of Education that administers or enforces programs under the Individuals with Disabilities Education Act, and for other purposes.**

On behalf of SELPA Administrators of California, an association of professional educators organized to present, review, and evaluate major special education issues, I am writing to urge your support and vote on H.R.2333, which SELPA Administrators of California proudly supports.

There are 137 Special Education Local Plan Area (SELPAs) in California. The mission of the SELPA Administrators of California is to champion educational access and opportunities for students with disabilities (SWDs) through program planning and evaluation, training, legislative analysis, and collaboration with the California Department of Education.

This bill is a critical measure to safeguard the offices within the U.S. Department of Education responsible for administering and enforcing programs under the Individuals with Disabilities Education Act (IDEA). Specifically, H.R. 2333 ensures that no appropriated funds may be used to eliminate, consolidate, or restructure any such office, preserving their vital role in supporting students with disabilities.

The protection of IDEA's enforcement infrastructure is paramount to maintaining accountability and upholding the educational rights of students with disabilities. The offices charged with overseeing these programs are integral to ensuring that the promise of IDEA—equal educational opportunities, services, and protections for students with disabilities—is fully realized. Any attempts to diminish or reorganize these offices would directly threaten the effective implementation of IDEA and undermine the rights of millions of students.

H.R. 2333 is a proactive step toward ensuring that the essential services and protections under IDEA remain intact, and that the U.S. Department of Education continues to be equipped to meet the needs of students with disabilities. The preservation of these offices is essential for ensuring compliance, preventing regression, and protecting the educational interests of vulnerable students.

Sincerely,

Scott Turner, Chair  
SELPA Administrators of California

cc: Honorable Members of the House Committee on  
Education and Workforce



# Federal Legislation - Support Position

- [H.R. 2598](#) (Huffman & Van Hollen) IDEA Full Funding Act
- To amend part B of the Individuals with Disabilities Education Act to provide for the federal funding of such part  
<https://www.congress.gov/bills/115/house-bill/2598>
- [Press Release](#)
- Status - Referred to the House Committee on Education and Workforce







# SELPA

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Sue Singh, Ed.D.  
Jaime Tate-Symons  
Scott Turner, Ed.D.  
Stacy Wheat, Ed.D.

April 11, 2025

The Honorable Tim Walberg  
House Committee on Education and Workforce  
U.S. House of Representatives  
2176 Rayburn House Office Building  
Washington, DC 20515

### **H.R.2598-To amend Part B of the Individuals with Disabilities Education Act to provide full Federal funding of such part. -SUPPORT**

On behalf of SELPA Administrators of California, an association of professional educators organized to present, review, and evaluate major special education issues, I am writing to urge your support and vote on H.R.2598, which SELPA Administrators of California proudly supports.

There are 137 Special Education Local Plan Area (SELPAs) in California. The mission of the SELPA Administrators of California is to champion educational access and opportunities for students with disabilities (SWDs) through program planning and evaluation, training, legislative analysis, and collaboration with the California Department of Education.

This critical legislation seeks to fulfill the federal government's commitment to fully fund Part B of the Individuals with Disabilities Education Act (IDEA), ensuring that students with disabilities receive the quality education they deserve. The current underfunding places a significant financial burden on local communities and can limit the resources available to support all students effectively.

H.R. 2598 proposes a phased approach to increase federal funding for IDEA, aiming to reach full funding over the next decade. Fully funding IDEA is not only a legal obligation but a moral imperative to uphold the rights of students across the country. We therefore urge your support on HR 2598.

Sincerely,

Scott Turner, Ed. D., Chair  
SELPA Administrators of California

cc: Honorable Members of the House Committee on  
Education and Workforce



## **SELPA ADMINISTRATORS OF CALIFORNIA and the COALITION FOR ADEQUATE FUNDING FOR SPECIAL EDUCATION**

### **Resolution in Support of Full Funding of IDEA for the Success of Students with Disabilities**

Whereas, Public Law 94-142, known today as the Individuals with Disabilities Education Act (IDEA) was signed into law to guarantee that all students with disabilities have access to a free and appropriate public education, enabling them to reach their full potential;

Whereas, IDEA ensures that students with disabilities receive special education services that meet their unique needs, helping them succeed academically and preparing them for life after school, including further education, employment, and independence;

Whereas, in 1975, Congress committed to funding 40% of the average per-pupil costs for providing special education and related services under the IDEA and 50 years later only fund less than 10% of the average per-pupil costs;

Whereas, special educators are critical in making IDEA a reality by offering personalized instruction, accommodations, and support services that help students with disabilities succeed in the classroom and beyond;

Whereas, despite the importance of these services, IDEA has been consistently underfunded, resulting in a lack of necessary resources needed to comprehensively support students with disabilities and their non-disabled peers without impacting general funds and outcomes for all students,

Whereas, insufficient funding for IDEA puts unnecessary strain on students with disabilities, their families, teachers, related service providers, and Local Educational Agencies, making it harder for these students to succeed and fully participate in school activities;

Whereas, the number of students with disabilities and in particular the number of students with significant disabilities under IDEA are both on the rise and outpacing total enrollment trends across the country and in California;

Whereas, providing full and equitable funding for IDEA is essential for ensuring that students with disabilities have the resources, support, and opportunities they need to thrive academically, socially, and emotionally in school;

Whereas H.R. 2598 (IDEA Full Funding Act, Huffman, Van Hollen) creates a path to the full 40% IDEA funding level over the next ten years, and is currently before Congress having received considerable bipartisan support.

Be it resolved that:

The **SELPA Administrators of California and the Coalition for Adequate Funding for Special Education** recognizes that full funding of IDEA is essential to creating equal opportunities for students with disabilities, allowing them to fully engage in their education and excel alongside their peers.

The **SELPA Administrators of California and the Coalition for Adequate Funding for Special Education** calls upon local, state, and federal representatives to urge Congress to provide the necessary resources to fully fund IDEA, ensuring that special education programs, personnel, training, and support services are well-equipped to meet the needs of students with disabilities.

The **SELPA Administrators of California and the Coalition for Adequate Funding for Special Education** urges policymakers, educators, families, and students to work together to create and implement solutions that guarantee all students with disabilities have access to high-quality special education services that help them succeed in school and life.

The **SELPA Administrators of California and the Coalition for Adequate Funding for Special Education** commits to advocating for policies and practices that promote the inclusion and success of students with disabilities, in line with the goals of IDEA, and ensuring that all students have equal opportunities to succeed.

The **SELPA Administrators of California and the Coalition for Adequate Funding for Special Education** affirms its dedication to protecting the rights of students with disabilities, ensuring they have the support they need to thrive in school and beyond, and working toward a future where all students are fully included and supported.

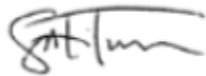
The **SELPA Administrators of California and the Coalition for Adequate Funding for Special Education** pledges to track and evaluate progress in fully funding IDEA, holding

policymakers accountable for fulfilling their commitments to meet the needs of students with disabilities and providing the resources necessary to do so.

The **SELPA Administrators of California and the Coalition for Adequate Funding for Special Education** calls on schools, communities, and organizations to join in this effort, advocating for IDEA funding and providing the support that students with disabilities deserve.

The **SELPA Administrators of California and the Coalition for Adequate Funding for Special Education** will actively raise awareness about the need for full IDEA funding, communicating with students, parents, and policymakers to ensure that the voices of students with disabilities are heard and their needs are met.

Adopted this 21st day of April, 2025.

A handwritten signature in black ink, appearing to read "Scott Turner".

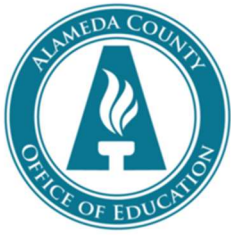
Scott Turner, Ed.D.

Chair, SELPA Administrators of California

A handwritten signature in black ink, appearing to read "Anthony Rebelo".

Anthony Rebelo, Ph.D.

Chair, Coalition for Adequate Funding for Special Education



March 19, 2025

California Congressional Delegation  
United States House of Representatives  
Washington, D.C. 20515

Re: Protecting California's Students with Disabilities

Dear California Congressmembers:

On behalf of the undersigned agencies, we write to express our strong opposition to any reductions in funding to the Individuals with Disabilities Education Act (IDEA) as a cost-saving measure in federal budget deliberations. Furthermore, we voice our deep concerns regarding proposals to transfer IDEA oversight away from the U.S. Department of Education. These changes would have profound consequences for the millions of children with disabilities who rely on IDEA's protections to access a free appropriate public education (FAPE).

For decades, IDEA has ensured that children with disabilities receive the specialized support and services necessary for their success. However, chronic underfunding has already placed immense pressure on states and school districts to meet their obligations. Reducing IDEA funding further would create additional barriers for students with disabilities, limiting access to specialized instruction, related services, and necessary accommodations. Such cuts would not only violate the original intent of IDEA to fund 40% of the cost of providing specialized services but would also impose an unsustainable financial burden on states and local educational agencies.

Moreover, we are deeply concerned about discussions to move IDEA oversight outside of the Department of Education. While IDEA was previously housed under the Department of Health, Education, and Welfare (now known as the Department of Health and Human Services), so much has changed in IDEA's 50-year history. Today, IDEA operates within a framework that focuses on inclusive practices in general education, rather than a medical-based model. The Department of Education is uniquely positioned—with the necessary expertise, infrastructure, and legal framework—to effectively administer and enforce IDEA. Transferring oversight elsewhere risks:

- Delays in funding distribution and compliance monitoring, harming schools and families

- A disconnect between IDEA and general education policy, undermining inclusive education efforts for students with disabilities
- Weakened accountability and enforcement, leading to inconsistent protections for students

Students with disabilities deserve unwavering federal support, not diminished resources or diluted oversight. We urge you to oppose any cuts to IDEA funding and to ensure that oversight remains with other educational programs where it is best positioned to uphold the rights and educational needs of students with disabilities and where it is best aligned with broader educational programs.

Finally, we are concerned about the recently announced workforce reduction at the U.S. Department of Education and will be closely monitoring its impact to ensure there are no disruptions to the effective implementation and oversight of IDEA.

Thank you for your commitment to protecting the rights of all students. We appreciate your leadership on this critical issue and look forward to your response.

Sincerely,

Lucy Salcido Carter, MA, JD  
Director of Policy and Governance  
Office of the Superintendent  
Alameda County Office of Education

Laura Wasco,  
Legislative Advocate  
California Association of School Psychologists  
(CASP)

Derick Lennox,  
Senior Director, Governmental Relations  
and Legal Affairs  
California County Superintendents

Erika K. Hoffman, Deputy Legislative  
Director, State and Federal Programs  
California School Boards Association

Michelle McKay Underwood,  
Legislative Advocate  
Coalition for Adequate Funding for  
Special Education

Martha Alvarez, Chief of Legislative Affairs  
and Governmental Relations  
Los Angeles Unified School District

Sierra Cook, PhD,  
Director of Government Relations  
San Diego Unified School District

Amanda M. Dickey, Esq.  
Executive Director of Government Relations  
Santa Clara County Office of Education

Scott Turner,  
Chairperson  
SELPA Administrators Association of  
California



May 15, 2025

**Applicant:** Opportunities for Learning - Ridgecrest  
**Membership Year:** 2025-2026

### **Executive Summary for the Governance Council**

Opportunities for Learning - Ridgecrest submitted a comprehensive application to the Los Angeles County Charter (LAC) SELPA on April 18, 2025. The LAC Charter SELPA reviewed the membership application on behalf of Opportunities for Learning - Ridgecrest for academic year 2025-2026. Opportunities for Learning - Ridgecrest desires to become its own LEA for special education purposes and agrees to operate a compliant program for students with disabilities. As such, they are seeking membership with the Los Angeles County Charter SELPA as required.

Opportunities for Learning - Ridgecrest is a new charter school authorized by Sierra Sands Unified School District and will begin operation on July 1, 2025. On January 16, 2025, the Board took action and approved the charter for a five-year term, July 1, 2025 through June 30, 2030.

### **SELPA Application Rationale:**

Opportunities for Learning (OFL) has built a strong tradition of collaboration with its authorizing districts. OFL-Ridgecrest has been part of the OFL-WSH charter and authorized by the William S. Hart Union High School District for many years. However, due to the court decision in the Shasta ruling, charter schools are now required to be authorized within their geographic boundaries. As a result, OFL-Ridgecrest sought and received approval for a five-year charter from Sierra Sands Unified School District, effective July 1, 2025, through June 30, 2030. Sierra Sands USD has asked the newly established LEA to join a SELPA for Special Education support, as the district does not have the internal staffing or capacity to meet those needs. In light of this and following a comprehensive review of student needs and input from our special education and site leadership teams, the OFL executive team has determined that applying to the LAC Charter SELPA is the most beneficial path forward.

OFL recognizes that charter SELPAs are better equipped to address charter schools' unique operational models, priorities, and innovative practices. OFL-WSH has been part of the LAC SELPA for several years, and we look forward to continuing this relationship and support for the newly formed OFL-Ridgecrest LEA. Through this participation in the LAC Charter SELPA, OFL-Ridgecrest will continue to strengthen



its educational offerings by gaining access to specialized training, expert consultation, and targeted professional development. This support would enable our staff—across all roles—to improve service coordination, enhance the quality of special education programs, and maintain strong compliance with relevant policies and laws.

Furthermore, the legal insight and financial guidance shared during the SELPA Steering Committee meetings would provide valuable direction for our leadership team, particularly in navigating the evolving regulatory environment. With the added resources and expertise of LAC Charter SELPA, OFL-Ridgecrest would be well-positioned to continue excelling in special education service delivery and accountability measures.

OFL-Ridgecrest has a long-standing record of success in supporting students with special needs through creative, student-centered approaches. We remain in full compliance with the California Charter Schools Act, including enrollment practices, and our model—refined over 20+ years—offers meaningful support to students in alternative settings. As a SELPA member, OFL’s experience would contribute to a dynamic learning network and foster valuable collaboration with fellow charter schools.

OFL remains committed to ensuring that every student, especially those requiring individualized support, receives a high-quality education aligned with our core values: Mutual Trust, Mutual Respect, Integrity, Compassion, and Resilience. By joining LAC Charter SELPA, we aim to deepen this commitment and continue leveraging instructional strategies that promote academic and personal growth for all learners.

OFL-Ridgecrest will operate within the Sierra Sands Unified School District. The District acknowledges that students with special needs could be more effectively supported through this SELPA transition and has expressed full support for OFL-Ridgecrest’s application to join the LAC Charter SELPA.





## School Overview:

The Opportunities for Learning – Ridgecrest Charter School (hereinafter referred to as “OFL”, “OFL-Ridgecrest” or the “Charter School”) will serve students in the 7th to 12th grades. In addition to a sound educational model that incorporates social-emotional learning and a safe environment for all students, we are a network of hope and support for low-income students, students who have dropped out or are at risk of dropping out, minority students, children of migratory families, homeless students, foster students, transient students, justice-involved youth, pregnant and parenting students, LGBTQ students, migrant students, students with disabilities, students with special needs, students with behavioral problems, English learners, chronically absent students, students that are bullied, skills deficient students, students with an Individualized Educational Plan or Section 504 plan that may benefit from a nonconventional setting, students that need flexibility in their schedule, and individuals who require additional assistance to complete an educational program or to secure or hold employment. A portfolio of schools and centers that are dispersed can offer these unrooted families an uninterrupted education, social-emotional support structures, intellectual and practical knowledge, and college and career preparation without the impediments or limitations of localized and traditional education.

## Capacity Interview:

The Los Angeles County Charter SELPA conducted the application review process, which included a Capacity Interview for membership consideration for the 2025-2026 school year. Below are the findings of the SELPA review:

On May 15, 2025, a Capacity Interview was held to gather additional information about how the charter school will serve students with disabilities. LAC Charter SELPA interview panel members were Damali Thomas, Executive SELPA Director; Krystal Walton, Project Director; Alyssa Martinez, Financial Operations Consultant; Mailelei Penn, Chief of Specialized Pupil Services; Cathy Adams, Head of School; and Wendy Shmaeff, Director of Student Services. Charter school representatives in attendance were Waneka Cabrera, Director of Diverse Learners; Marissa Russo, Director of Special Education; Yelena Shapiro, Principal; Jeff Naslund, Special Education Teacher, Cindy Hall, Assistant Principal of Instructional Programs/Lead Special Education Specialist; Zachary Hillewaert, OFL – Ridgecrest Principal; Candice Varner, Director of Schools; Malgorzata “Margaret” Sargsyan, Special Education Compliance Coordinator; and Alexander Salazar, Division Controller, 9Dot.

The purpose of the capacity interview was to evaluate the LEA's understanding of the responsibilities relating to educating students with disabilities. The application materials can be accessed at the following link: [2025-2026 Charter SELPA Applications](#)

Based on the review of the application and capacity interview, Opportunities for Learning – Ridgecrest meets the minimum standards relating to all required elements. As such, LAC Charter SELPA recommends approval of Opportunities for Learning – Ridgecrest and that the Governance Council consider this recommendation for approval at its next meeting, scheduled for May 22, 2025.

**Application Overview and Summary:**

Category	Description	Points Awarded
Required Elements	Completed Application Charter Petition Audit report API Scores SARC Details of Credentialed Staff Signed SELPA Assurances SPED Pupil Count Notice of Withdrawal	<b>33</b>
Special Education Components	Child Find General Education Program Modifications Referral Process Assessment Procedures, IEP Development Process and Suspension & Expulsion Data	<b>20</b>
Special Education Services	DIS Services Specialized Academic Instruction NPS/NPA, Inclusion Transportation	<b>20</b>
Compliance	Section 504 Due Process State Complaints ADA Compliance Service of Students Administration Professional Development Process for Settling Disputes SELPA LEA Assurances	<b>25</b>



Fiscal	Budget Special Education Accounting Audit CMO Affiliation	47
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**Total Points Possible:** 165

**Minimum Acceptable Points:** 134

**Total Points Awarded:** 145

**Recommendation:** Approve SELPA Membership with the following conditions:

1. Receipt of a signed and executed SELPA Participants Agreement no later than July 1, 2025.
2. Board Approved and Signed SELPA Assurances SED-LP-5 no later than July 1, 2025.
3. Signed Local Plan LEA Certification 5 by the Chief Executive Officer following SELPA Membership Approval on May 22, 2025 and no later than July 1, 2025.



## 2025-2026 Governance Council Calendar of Meetings

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

Ad Hoc Meeting to Follow the Governance Council Meeting

<u>MONTH</u>	<u>DATE</u>	<u>VIRTUAL</u>	<u>LOCATION</u>
<b>February</b>	19th	<a href="#">2025-26 Governance Council Meeting Link</a>	Los Angeles County Office of Education 9300 Imperial Hwy. Ed Center Room 107 Downey, CA 90242
<b>April</b> (As Needed)	23rd	<a href="#">2025-26 Governance Council Meeting Link</a>	Los Angeles County Office of Education 9300 Imperial Hwy. Ed Center Room 107 Downey, CA 90242
<b>May</b>	28 <sup>th</sup> (from 21 <sup>st</sup> )	<a href="#">2025-26 Governance Council Meeting Link</a>	Los Angeles County Office of Education 9300 Imperial Hwy. Ed Center Room 107 Downey, CA 90242
<b>June</b> (As Needed)	25th	<a href="#">2025-26 Governance Council Meeting Link</a>	Los Angeles County Office of Education 9300 Imperial Hwy. Ed Center Room 107 Downey, CA 90242



## 2025-2026 Community Advisory Committee Calendar of Meetings

10:00 A.M. – 11:00 A.M.

All Meetings Held Virtually and at the Designated Regional Location

<u>MONTH</u>	<u>DATE</u>	<u>IN-PERSON LOCATION</u>	<u>VIRTUAL LOCATION</u>
<b>September</b>	10th	Westbrook Academy 2340 Firestone Blvd South Gate 90280  <i>Topic: Preparation for Meaningful Participation in the IEP Process</i>	<a href="#">2025-26 CAC Meeting Link</a> Meeting ID: 886 6131 0367 Passcode: 096683
<b>December</b>	3rd	Mayacamas Countywide MS 983 Napa St Napa 94559  <i>Topic: Individual Transition Services</i>	<a href="#">2025-26 CAC Meeting Link</a> Meeting ID: 886 6131 0367 Passcode: 096683
<b>February</b>	4th	Village Charter Academy 7357 Jordan Ave Canoga Park 91303  <i>Topic: Statewide Assessments</i>	<a href="#">2025-26 CAC Meeting Link</a> Meeting ID: 886 6131 0367 Passcode: 096683
<b>April</b>	22nd	Edward B. Cole Academy 333 E Walnut St Santa Ana 92701  <i>Topic: ESY or Summer Enrichment?</i>	<a href="#">2025-26 CAC Meeting Link</a> Meeting ID: 886 6131 0367 Passcode: 096683



## 2025-2026 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>
<b>August</b>	21st	<a href="#">2025-26 Program Council Meeting Link</a> Meeting ID: 871 3704 7207 Password: 421996
<b>October</b>	16th	<a href="#">2025-26 Program Council Meeting Link</a> Meeting ID: 871 3704 7207 Password: 421996
<b>December</b>	18 <sup>th</sup>	<a href="#">2025-26 Program Council Meeting Link</a> Meeting ID: 871 3704 7207 Password: 421996
<b>February</b>	12th	<a href="#">2025-26 Program Council Meeting Link</a> Meeting ID: 871 3704 7207 Password: 421996
<b>April</b>	16 <sup>th</sup>	<a href="#">2025-26 Program Council Meeting Link</a> Meeting ID: 871 3704 7207 Password: 421996
<b>May</b>	21st	<a href="#">2025-26 Program Council Meeting Link</a> Meeting ID: 871 3704 7207 Password: 421996



## 2024-2025 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

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

*Revised 4/25/24 dt  
Approved: 5/23/24*



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

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

All Meetings Held Virtually

<u><b>MONTH</b></u>	<u><b>DATE</b></u>	<u><b>LOCATION</b></u>
<b>August</b>	29	<a href="#">2024-25 Program Council Meeting Link</a> Meeting ID: 891 7124 4623 Passcode: 663384
<b>October</b>	24	<a href="#">2024-25 Program Council Meeting Link</a> Meeting ID: 891 7124 4623 Passcode: 663384
<b>December</b>	12	<a href="#">2024-25 Program Council Meeting Link</a> Meeting ID: 891 7124 4623 Passcode: 663384
<b>February</b>	13	<a href="#">Spring 2025 Program Council Meeting Link</a> Meeting ID: 380 507 0738 Passcode: 308319
<b>April</b>	10	<a href="#">Spring 2025 Program Council Meeting Link</a> Meeting ID: 380 507 0738 Passcode: 308319
<b>May</b>	29	<a href="#">Spring 2025 Program Council Meeting Link</a> Meeting ID: 380 507 0738 Passcode: 308319





## 2024-2025 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	<a href="#">2024-25 CAC Meeting Link</a> Meeting Link: 811 1202 7180 Passcode: 931535
December	4th	<a href="#">2024-25 CAC Meeting Link</a> Meeting Link: 811 1202 7180 Passcode: 931535
February	5th	<a href="#">2024-25 CAC Meeting Link</a> Meeting Link: 811 1202 7180 Passcode: 931535
April	23th	<a href="#">2024-25 CAC Meeting Link</a> Meeting Link: 811 1202 7180 Passcode: 931535



**2024-2025 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		<a href="#">12<sup>th</sup></a>										
Woodcock Johnson IV Achievement Test Subtest Review, Administration, Scoring and Interpretation	Riverside Insights	8:30am – 4pm			<a href="#">19<sup>th</sup></a>	<a href="#">2<sup>nd</sup></a>								
Nonviolent Crisis Intervention (NCI)	SELPA	8:30am – 3pm		<a href="#">20<sup>th</sup></a>					<a href="#">15<sup>th</sup></a>					
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		<a href="#">21<sup>st</sup></a>										
IEP Development 101	SELPA	1pm – 3pm		<a href="#">23<sup>rd</sup></a>										
Connecting the Dots: How to Create Legally Compliant Data Driven IEPs	SELPA	9am – 3pm			<a href="#">12<sup>th</sup></a>				<a href="#">23<sup>rd</sup></a>					
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		<a href="#">15<sup>th</sup></a>										
Administrative Designee: The Art of Facilitating IEPs	SELPA	9am – 12pm			<a href="#">26<sup>th</sup></a>									
Conflict Management for Educational Leaders	Harper Conflict Resolution	1pm – 3pm				<a href="#">15<sup>th</sup></a>								
Due Process, CDE Complaints, and Settlement Agreements	Fegan, Friedman & Fulfroost	1pm – 3pm					<a href="#">6<sup>th</sup></a>							
SELPA MEETINGS	PRESENTER	TIME	JULY	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
School Psychologists Professional Learning Community	SELPA	TBD			<a href="#">27<sup>th</sup></a>		<a href="#">15<sup>th</sup></a>		<a href="#">17<sup>th</sup></a>		<a href="#">7<sup>th</sup></a>		<a href="#">16<sup>th</sup></a>	
Community Advisory Committee	SELPA	6pm – 7pm			4 <sup>th</sup>			4 <sup>th</sup>		5 <sup>th</sup>		23 <sup>rd</sup>		
Program Council	SELPA	1pm – 3pm		29 <sup>th</sup>		24 <sup>th</sup>		12 <sup>th</sup>		13 <sup>th</sup>		10 <sup>th</sup>	29 <sup>th</sup>	
Governance Council & Ad Hoc Committee	SELPA	8am – 9am								27 <sup>th</sup>		24 <sup>th</sup> (As Needed)	22 <sup>nd</sup>	26 <sup>th</sup> (As Needed)

