

**BOARD OF EDUCATION
PASADENA UNIFIED SCHOOL DISTRICT
PASADENA, CALIFORNIA**

Topic: APPROVAL OF THE SPECIAL EDUCATION LOCAL PLANNING AREA (SELPA)
2025-2026 SELPA ANNUAL BUDGET AND SERVICE PLAN

RECOMMENDATION: The Governing Board of the Pasadena Unified School District approve the SELPA 2025-2026 Annual Budget and Service Plan.

Anticipated Effect on Student Outcomes: Target resources to support instructional improvement and increase accountability at identified schools (School Pursuing Excellence)

I. BACKGROUND

Special Education is a program mandated by the Individuals with Disabilities Educational Act (IDEA). This legislation was originally passed in 1997 and underwent revision in 2004. Current California laws comply with the federal statutes.

California has divided regions of the state into Special Education Local Planning Areas (SELPA's). SELPA's are large, unified districts or consist of a specific group of local educational areas (LEAs) charged with the responsibility to provide free and appropriate public education (FAPE) to qualified students with special needs who reside within the SELPA's area. Both federal and state special education funds are directed to the SELPA, and the member LEAs collaborate to meet the needs of its students and to devise a method for equitable distribution of funds.

The SELPA and LEAs must be in compliance with all state and federal special education laws. Failure of an LEA to remedy required noncompliant items could result in withholding of funds from the entire SELPA and/or a reduction from the superintendent's salary.

The Individuals with Disabilities Act (IDEA) as amended in 2004, accompanying regulations, and the California Education Code require each SELPA to submit a budget plan and a service plan annually. The budget and service plan are based on the CALPADS (California Longitudinal Pupil Achievement Data System) data report, which was finalized using standardized templates required by CDE. Section D of the Annual Local Plan is based on the 2nd interim preliminary 2025-2026 budget. This annual budget plan identifies just the expected expenditures for services to students with disabilities.

II. STAFF ANALYSIS

The first level compliance is establishing and maintaining a Local Plan. This Local Plan contains statements from IDEA that briefly summarize major elements of IDEA. It also contains the governance structure of the Pasadena Unified School District SELPA. The School Board, the County Superintendent of Schools and the Pasadena Unified School District Superintendent must approve section D and E. All additional policies and

**APPROVED by the Board of
Education of the Pasadena
Unified School District on
the above mentioned date.**

procedures that define the operations of the Pasadena SELPA shall be on file at the SELPA Office. Upon approval of all parties, with advisory participation from the Community Advisory Committee, Section A, Section D, and Section E will be forwarded to the California Department of Education for approval.

General education and special education administrators, teachers, service providers and paraprofessionals provide services. Services are available to students with special needs at all district sites as well as Charter Schools, Non-Public Schools, and other settings.

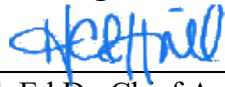
Attachment: SELPA Local Plan: Section A
SELPA Local Plan: Section D
SELPA Local Plan: Section E

III. FISCAL IMPACT

No financial impact for the SELPA Local Plan Approval. The Board of Education is being asked to approve the 2024-2025 estimated SELPA budget and services plan.

**Pasadena Unified School District
Board of Education Agenda**

June 26, 2025

Submitted by: 

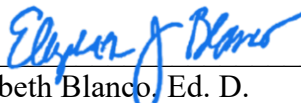
Helen Chan Hill, Ed.D., Chief Academic Officer

Funding title/code:

Name: N/A

String: N/A

Approved:


Elizabeth Blanco, Ed. D.
Superintendent

APPROVED by the Board of
Education of the Pasadena
Unified School District on
the above mentioned date.

Originator: Sally Iverson, SELPA Director



PASADENA UNIFIED SCHOOL DISTRICT

NOTICE OF PUBLIC HEARING

**MAY 22, 2025
8:00 P.M. (approximately)**

PASADENA UNIFIED SCHOOL DISTRICT EDUCATION CENTER

351 S. Hudson Avenue
Pasadena, CA 91109

THE GOVERNING BOARD OF EDUCATION OF THE PASADENA UNIFIED SCHOOL DISTRICT WILL HOLD A PUBLIC HEARING AND COMMENT REGARDING THE 2025-2026 SPECIAL EDUCATION LOCAL PLAN BUDGET AND SERVICE PLAN FOR THE PASADENA UNIFIED SCHOOL DISTRICT SELPA.

SHOULD THE PUBLIC WISH TO REVIEW THE 2025-2026 SPECIAL EDUCATION LOCAL PLAN BUDGET AND SERVICE PLAN PRIOR TO THE PUBLIC HEARING, THE DOCUMENT WILL BE ON FILE AND AVAILABLE FOR PUBLIC INSPECTION ELECTRONICALLY AS FOLLOWS:

FROM MAY 22 THROUGH JUNE 26 2025

**DURING THE HOURS OF 8:00 AM TO 4:00 PM
AT THE FOLLOWING LOCATION:**

**EDUCATION CENTER
Special Education Office
351 S. Hudson Avenue, Room 227
Pasadena, California 91101**

[\(WEB LINK\)](#)

Elizabeth Blanco
Superintendent of Schools
Pasadena Unified School District

DATE POSTED: May 16, 2025

Special Education Local Plan Area (SELPA) Local Plan

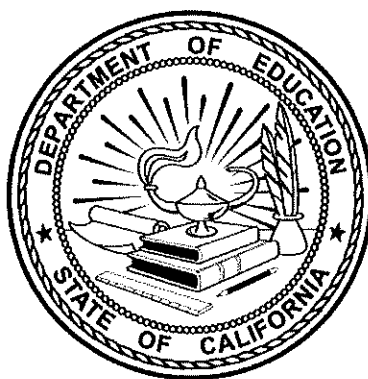
SELPA Pasadena Unified School District

Fiscal Year 2025-26

LOCAL PLAN

Section A: Contacts and Certifications

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

Section A: Contacts and Certifications

SELPA

Fiscal Year

Contact Information and Certification Requirements

A1. Check the box or boxes that best represents the SELPA's Local Plan submission to the California Department of Education (CDE):

- ☐ NEW SELPA (for proposed multiple Local Educational Agency (LEA) SELPA, or COE joined SELPA only)
- ☐ Local Plan Section B: Governance and Administration
- ☒ Local Plan Section D: Annual Budget Plan
- ☒ Local Plan Section E: Annual Service Plan
- ☐ Local Educational Agency Membership Changes

A2. SELPA Identification

Enter the 4-digit SELPA code issued by the CDE. SELPA codes can be found on the CDE website located at <http://www.cde.ca.gov/sp/se/as/caselpas.asp>.

SELPA

A3. SELPA Director Contact Information

Enter address information for the SELPA. Include current SELPA Director contact information.

NOTE: SELPA Director position changes do not require amendments to the Local Plan.

However, in such cases the new SELPA Director assumes the responsibility for the contents and implementation of the last approved Local Plan filed with the CDE.

SELPA Name

Street Address

Zip Code

City

County

Mailing Address

City

Zip Code

Director First Name

Administrator Last Name

Director Title

Director's Email

Section A: Contacts and Certifications

SELPA Fiscal Year

Telephone

Extension

A4. Administrative Entity (Responsible Local Agency or Person (as applicable) Contact Information

Enter information for the current administrative entity. This is the responsible local agency or, an administrative unit for a multiple LEA SELPA or COE joined SELPA; or an identified responsible person for a single LEA SELPA. In either case, the administrative entity identified is responsible for the implementation and/or fiscal administration of the Local Plan and must electronically sign Certification 1 and 2.

Administrative Entity Name

Street Address

Zip Code

City

County

Contact First Name

Last Name

Contact Title

Email

Telephone

Extension

Special Education Local Plan Area Review Requirements

Community Advisory Committee

A5. Pursuant to California *Education Code (EC)* sections 56194(a) and (b); and 56205(a)(12)(E) and (b)(7), the SELPA must involve the Community Advisory Committee (CAC) at regular intervals during the development and review of each Local Plan section. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

☐ Yes ☐ No ☒ N/A (Section D and/or Section E submissions)

A6. Pursuant to *EC* Section 56207(b)(7), the Local Plan section(s): Section B: Governance and Administration: Annual Service Plan must be provided to the CAC for final review 30 days prior to the plan being submitted the CDE.

The Local Plan was submitted to the CAC on:

Section A: Contacts and Certifications

SELPA

Fiscal Year

☒ N/A (Section D and/or Section E submissions)

County Office of Education

A7. Pursuant to *EC* sections 56140, 56195.1(c), and 56205, within 45 days, the COE, or COEs (as applicable) must approve or disapprove any proposed Local Plan, including any amendment submitted by a SELPA within the county or counties. Enter the COE or COEs responsible for, coordinating special education services within a county, reviewing, and approving the Local Plan.

Select the "Add COE" button to add additional COEs as needed. Users may select the "checkbox" next to the COE entry and the "Delete COE" to remove entries as necessary.

☐ COE responsible for approving the Local Plan

Local Plan section(s) was/were provided to the COE(s) listed for approval on

Public Hearing Requirements

Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plans

Public Hearing notices must be posted at each school site informing the public of the SELPA Public Hearing for the adoption of Local Plan Section D: Annual Budget Plan, and/or Local Plan Section E: Annual Service Plan at least 15 days before the hearing. Evidence of the posting should be maintained and made available to the CDE upon request.

A8. Local Plan Section D: Annual Budget Plan Public Hearing

Most Recent School Site Posting Date

SELPA Public Hearing Date

A9. Local Plan Section E: Annual Service Plan Public Hearing

Most Recent School Site Posting Date

SELPA Public Hearing Date

Section A: Contacts and Certifications

SELPA

Fiscal Year

Submitting the Local Plan to the California Department of Education

STEP 1: Contacts and Certifications

Section A is required when submitting any and all Local Plan sections to the CDE for approval. Certifications and applicable attachments associated with the type of submission identified in item A1 above must be included with each submission.

STEP 2: SELPA Governance Structure

A10. For the purposes of special education, the governing board of a district/charter LEA must elect to participate in a SELPA. The SELPA's governance structure is defined by this election. The SELPA meets requirements and has elected the following governance structure for the Local Plan. Select one of the following three choices:

- ☒ Single LEA SELPA: This selection includes only one district LEA; or
- ☐ Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- ☐ COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

STEP 3: Prior Submissions

A11. Enter the fiscal year of the previously submitted Local Plan section:

Section B: Governance and Administration

Section D: Annual Budget Plan

Section E: Annual Service Plan

STEP 4: Local Plan Collaboration

A12. Many representatives of the community are involved in the development of all sections of a Local Plan. In this table, report the participation of key stakeholders required to participate in regular meetings by EC sections 56001(f) and 56192 including administrators, general education teachers, special education teachers, members of the CAC, parents selected by the CAC, or other persons concerned with individuals with exceptional needs. Include the agency, first and last name, the title of each participant who was involved in the collaboration in the development of the Local Plan sections, and the section worked on. Select the "Add" button to insert a new row and the "-" button to delete the corresponding row.

Section A: Contacts and Certifications

SELPA

Fiscal Year

| Add | Agency | First and Last Name | Title | Section |
|--------------------------|--------|---------------------|-------|---------|
| <input type="checkbox"/> | | | | |
| <input type="checkbox"/> | | | | |

STEP 5: Certifications

A13. Select the check box below to indicate which of the five certifications are being submitted. Include the total number of each type of certification being submitted.

- ☐ Certification 1: SELPA Local Plan Section B: Governance and Administration
- ☒ Certification 2: SELPA Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plan
- ☐ Certification 3: COE (Required for all SELPA Local Plan Sections B, D, and E)
- Number Submitted
- ☐ Certification 4: CAC (Required for all SELPA Local Plan Sections B)
- ☐ Certification 5: LEA (Required for all SELPA Local Plan Sections B, D, and E)
- Number Submitted

STEP 6: Electronic Signatures

A14. All applicable certifications must be electronically signed and included with the Local Plan.

STEP 7: Final Check

- All certifications submitted to the CDE must be electronically signed.
- Local Plan must be submitted to the CDE using the SELPA's assigned Box.com web address.
- In order to facilitate the timely processing, approval, and distribution of SELPA funding, please submit the Local Plan in the original, CDE-approved format. All templates are coded for the CDE's record keeping purposes.
- Handwritten, scanned, or modified templates remove the coding from the fields and impede the CDE's processing of the Local Plan. In such cases, SELPAs may be required to resubmit handwritten, scanned, or modified Local Plans that are not saved in the original 2022–23 CDE Local Plan Submission template provided, resulting in a delay in approval and funding.

Section A: Contacts and Certifications

SELPA

Fiscal Year

Certification 1

Local Plan Section B: Governance and Administration

IMPORTANT: Certification 1 is required when the information being submitted to the CDE is related to Local Plan Section B: Governance and Administration.

I certify the attached Governance and Administration Local Plan section has been adopted by all LEA members listed in Attachment I and is the basis for the operation and administration of special education programs. I further assure the agency(ies) represented herein will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act (IDEA), Title 20 of *United States Code (USC)* 1400 et seq., implementing regulations under; the Federal Rehabilitation Act of 1973, 29 *USC*, Chapter 16 as applicable; the Federal Americans with Disabilities Act of 1990, 42 *USC*, 12101 et seq.; *Code of Federal Regulations*, Title 34, Parts 300 and 303; *EC* Part 30; and the *California Code of Regulations*, Title 5, Chapter 3, Division 1.

C1-1. I certify the SELPA governance and administrative structure as a:

☒ Single LEA SELPA ☐ Multiple LEA SELPA ☐ COE Joined SELPA

C1-2. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

☒ Yes ☐ No (If the answer is "NO," please include comments.)

C1-3. The SELPA reviewed and considered comments provided by the CAC regarding this Local Plan submission.

☒ Yes ☐ No (If the answer is "NO," please include comments.)

C1-4. Specific web address where the SELPA Local Plan, including all sections, is posted.

Administrative Entity Signature*

Date

Date

SELPA Governance Council or Responsible Individual

Section A: Contacts and Certifications

SELPA

Pasadena Unified School District

Fiscal Year

2025-26

Sally Iverson

6/27/2025

SELPA Administrator

Date

*The responsible individual identified as the Administrative Entity in item A4 of Section A must electronically sign here.

Section A: Contacts and Certifications

SELPA

Fiscal Year

Certification 2

Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plan

IMPORTANT: Certification 2 is required when the information being submitted to the CDE is related to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan.

I certify the attached Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan was/were adopted at a SELPA public hearing(s) and is/are the basis for the operation and administration of special education programs specified herein. I further assure the LEAs identified in Attachment I will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the *Individuals with Disabilities Education Act (IDEA)*, Title 20 of *United States Code (USC)* 1400 et seq., implementing regulations under; the *Federal Rehabilitation Act of 1973*, 29 *USC*, Chapter 16 as applicable; the *Federal Americans with Disabilities Act of 1990*, 42 *USC*, 12101 et seq.; *Code of Federal Regulations*, Title 34, Parts 300 and 303; *EC Part 30*; and the *California Code of Regulations*, Title 5, Chapter 3, Division 1.

C2-1. I certify the SELPA governance and administrative structure as a:

☐ Single LEA SELPA ☐ Multiple LEA SELPA ☐ COE Joined SELPA

☐ Yes ☐ No (If the answer is "NO," please include comments.)

C2-2. Specific web address where the SELPA Local Plan, including all sections, is posted.



Administrative Entity Signature*

06*/27/2025

Date

Elizabeth Blanco

Jun 27, 2025

Date

SELPA Governance Council or Responsible Individual

Sally Iverson

Jun 27, 2025

Date

SELPA Administrator

*The responsible individual identified as the Administrative Entity in Item A4 of Section A must electronically sign here.

Special Education Local Plan Area (SELPA) Local Plan Certification 3

SELPA

Fiscal Year

Certification 3: County Office of Education

IMPORTANT: Certification 3 is required when the information being submitted to the California Department of Education (CDE) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

I certify the attached Local Plan section(s) as submitted with this certification are approved by the county office of education (COE). I further assure the Local Plan section(s) being submitted meet(s) all applicable requirements of state and federal laws; policies and procedures including compliance with the Individuals with Disabilities Education Act (IDEA); and is/are included in a coordinated system of all Local Plans (as applicable) to ensure all students with disabilities residing within the county, including those enrolled in alternative education programs, including, but not limited to, alternative schools, charter schools, opportunity schools and classes, community day schools operated by districts, community schools operated by the COE, and juvenile court schools, will have access to appropriate special education programs and related services.

Cert 3-1. All LEAs within the county have elected to participate in this SELPA Local Plan.

☒ Yes ☐ No

Cert 3-2. The SELPA Local Plan section(s) as specified herein was approved by the COE pursuant to *EC* Section 56140(b).

☒ Yes ☐ No

Cert 3-3. Special Education Local Plan Area Governance Structure

The COE certifies the SELPA is a:

- ☒ Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or
- ☐ Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- ☐ COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

Special Education Local Plan Area (SELPA) Local Plan Certification 3

SELPA

Pasadena USD

Fiscal Year

2025-26

Cert 3-4. The COE ensures the SELPA submitting the Local Plan meets one of the following conditions:

Single-LEA SELPA

The COE ensures the Single LEA SELPA has established a written procedure for the ongoing review of programs conducted, and procedures utilized under the Local Plan, and a mechanism for correcting any identified problem related to the regionalized service to local programs, including, but limited to, all of the services identified in California *Education Code (EC) 56195.7(c)*. *EC* sections 56027, 56195, 56195.7(c) and (j)(1), and 56205; *OR*

Multiple LEA SELPA or COE joined SELPA

The COE ensures the Multiple LEA SELPA or COE joined SELPA has a written agreement entered into by entities participating in the Local Plan that includes a provision for ongoing review of programs conducted, and procedures utilized, under the Local Plan, and a mechanism for correcting any identified problem. *EC* 56195.1 and 56195.7

☒ Yes ☐ No

Cert 3-5. The county superintendent ensures the Local Plan, including amendments, is posted on the COE web site, or includes a link to the Local Plan.

☒ Yes ☐ No

Web address where the SELPA Local Plan, including all sections, is posted.

<https://www.pusd.us/departments/special-education/department-home>

Authorized Signature

COE Superintendent

Date

Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA

Fiscal Year

Certification 5: Local Educational Agency

IMPORTANT: Certification 5 is required when the information being submitted to the California Department of Education (CDE) by each participating agency's superintendent (for a district and county office of education (COE) local educational agency (LEA)), or by each chief administrator (for a charter LEA) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

LEA

Cert 5-1. Special Education Local Plan Area Governance Structure

The LEA certifies the SELPA Local Plan is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA must administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations. The superintendent or chief administrator certifies the LEA is participating in a:

☒ Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or

☐ Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or

☐ COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

Cert 5-2. Local Educational Agency Local Plan Web Posting

The LEA superintendent (for a district or COE LEA) or chief administrator (for a charter LEA) ensures the current Local Plan, Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: Annual Service Plan, including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA Local Plan, including all sections, is posted.

Local Plan Submission

Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA Pasadena Unified School District

Fiscal Year 2025-26

Cert 5-3. Submission Certification Requirements for LEAs

Certification 5 must be signed by the LEA superintendent (district LEAs) or chief administrator (charter LEAs).

1. All district and charter LEAs must sign a Certification 5 if the Local Plan submission is for an annual amendment (due June 30) for Sections D: Annual Budget Plan, or Section E: Annual Services Plan.
2. If the submission is an amendment to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan submitted during the current fiscal year, then only the newly affected LEAs are required to submit Certification 5 with the amendment(s).
3. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

Authorized Signature



LEA Superintendent/Chief Administrator

6/27/2025

Date

Local Plan Submission

LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

Section D: Annual Budget Plan

SELPA

| |
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| Pasadena Unified |
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Fiscal Year

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| 2025-26 |
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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 Pasadena Unified

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 | 13,206,823 | 14.67% |
| AB 602 Property Taxes | 898,102 | 1.00% |
| Federal IDEA Part B | 5,380,210 | 5.98% |
| Federal IDEA Part C | 84,746 | 0.09% |
| State Infant/Toddler | 859,714 | 0.96% |
| State Mental Health | 1,072,115 | 1.19% |
| Federal Mental Health | 168,088 | 0.19% |
| Other Projected Revenue | 68,333,228 | 75.92% |
| Total Projected Revenue: | 90,003,026 | 100.00% |

D-2. "Other Revenue" Source Identification

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

Other Revenue: LCAP, Transportation, Inter-Agency, Workability, Contribution from Unrestricted Revenues

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 Pasadena Unified

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 | 20,805,652 | 23.12% |
| Object Code 2000—Classified Salaries | 10,855,382 | 12.06% |
| Object Code 3000—Employee Benefits | 17,415,253 | 19.35% |
| Object Code 4000—Supplies | 1,002,998 | 1.11% |
| Object Code 5000—Services and Operations | 38,918,236 | 43.24% |
| Object Code 6000—Capital Outlay | 0 | 0.00% |
| Object Code 7000—Other Outgo and Financing | 1,005,505 | 1.12% |
| Total Projected Expenditures: | 90,003,026 | 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:

7141-Tuition/Excess Costs to other Districts/SELPAs;
7310-Indirect Costs;

Section D: Annual Budget Plan

SELPA Pasadena Unified

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 | 16,181,984 | 17.98% |
| Projected Federal Revenue | 5,633,044 | 6.26% |
| Local Contribution | 68,187,998 | 75.76% |
| Total Revenue from all Sources: | 90,003,026 | 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).

Pasadena Unified is a Single District SELPA;

- b. ☒ YES ☐ NO

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

Section D: Annual Budget Plan

SELPA Pasadena Unified

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 | 20,805,652 | 23.12% |
| Object Code 2000—Classified Salaries | 10,855,382 | 12.06% |
| Object Code 3000—Employee Benefits | 17,415,253 | 19.35% |
| Object Code 4000—Supplies | 1,002,998 | 1.11% |
| Object Code 5000—Services and Operations | 38,918,236 | 43.24% |
| Object Code 6000—Capital Outlay | 0 | 0.00% |
| Object Code 7000—Other Outgo and Financing | 1,005,505 | 1.12% |
| Total Projected Operating Expenditures: | 90,003,026 | 100.00% |

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

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

7141-Tuition/Excess Costs to other Districts/SELPAs;
7310-Indirect Costs;

Section D: Annual Budget Plan

SELPA

Fiscal Year

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.

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

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

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

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

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

LOCAL PLAN

Section E: Annual Service Plan

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

Section E: Annual Service Plan

SELPA: Pasadena Unified

Fiscal Year: 2025-26

Local Plan Section E: Annual Service Plan

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

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

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

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

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

- ☒ 330–Specialized Academic Instruction/
Specially Designed Instruction

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

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

☐ *Service is Not Currently Provided*

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 210—Family Training, Counseling, Home
Visits (Ages 0-2 only)

☐ *Service is Not Currently Provided*

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

This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child's development. 34 CFR sections 300.34(c)(3), 300.226

☐ 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.

Medical services (for evaluation only) (ages 0-2 only): Services provided a licensed physician to determine a child's developmental status and need for early intervention services.

At this time none of the students in the SELPA require this service. In the event a student requires this service, the district will either assign or hire the appropriate personnel or contract with an agency for service provision.

☐ 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.

Nutritional services (ages 0-2 only): These services include conducting assessments in: nutritional history and dietary intake; anthropometric, biochemical, and clinical variabilities; feeding skills and feeding problems; and food habits and food preferences.

At this time none of the students in the SELPA require this service. In the event a student

Section E: Annual Service Plan

SELPA: Pasadena Unified

Fiscal Year: 2025-26

requires this service, the district will either assign or hire the appropriate personnel or contract with an agency for service provision.

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

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

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

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

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

Special instruction includes: the design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child's individual Family Service Plan (IFSP); providing families with information, skills, and support related to enhancing the skill development of the child; and working with the child to enhance the child's development. 34 CFR sections 300.34(c)(3), 300.226
At this time none of the students in the SELPA require this service. In the event a student requires this service, the district will either assign or hire the appropriate personnel or contract with an agency for service provision.

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

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

Special education aide in regular development class, childcare center or family childcare home (ages 0-2 only)

At this time none of the students in the SELPA require this service. In the event a student requires this service, the district will either assign or hire the appropriate personnel or contract with an agency for service p

Section E: Annual Service Plan

SELPA: Pasadena Unified

Fiscal Year: 2025-26

☐ 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.

Respite care services (ages 0-2 only): Through the IFSP process, short-term care given inhome or out-of-home, which temporarily relieves families of the ongoing responsibility for specialized care for child with a disability (Note: only for infants and toddlers from birth through 2, but under 3)

At this time none of the students in the SELPA require this service. In the event a student requires this service, the district will either assign or hire the appropriate personnel or contract with an agency for service provision.

☒ 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 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 deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic, or cultural factors are not included. Services include; specialized instruction and services, monitoring, reviewing, and consultation. Services may be direct or indirect including the use of a speech consultant. 5 CCR section 3051.1; 30 EC section 56363; 34 CFR sections 300.34 (c)(15), 300.8(c)(11).

Section E: Annual Service Plan

SELPA: Pasadena Unified

Fiscal Year: 2025-26

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: 52

Reasons for greater than 55 average caseload

☒ 425–Adapted Physical Education

☐ Service is Not Currently Provided

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

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 section 3051.5; 30 EC section 56363; 34 CFR sections 300.108, 300.39(b)(2)

☒ 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 physical 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 section 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 5 CCR section 3051.12; 30 EC section 56363; 34 CFR section 300.107; CEC section 49423.5(d).

☒ 436–Health and Nursing: Other

☐ Service is Not Currently Provided

Section E: Annual Service Plan

SELPA: Pasadena Unified

Fiscal Year: 2025-26

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

This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do not include any physician-supervised or specialized health care service. IEP-required health and nursing services are expected to supplement the regular health services program. 5 CCR section 3051.12; 30 section 56363; 34 CFR section 300.107

☒ 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. 5 CCR section 3051.16; 30 EC section 56363.3; 34 CFR sections 300.6, 300.105

☒ 450–Occupational Therapy

☐ *Service is Not Currently Provided*

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

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 460–Physical Therapy

☐ *Service is Not Currently Provided*

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

These services are provided, pursuant to an Individualized Education Program (IEP), by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home; and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents 5 CCR section 3051.6; 30 EC section 56363; 34 CFR section 300.34 (c)(9); B&PC Chapter 5.7 section 2600-2696; 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 aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program. 34 CFR 300.24(b)(2), 5 CCR 3051.9

☐ *Service is Not Currently Provided*

☒ 515–Counseling and Guidance

☐ *Service is Not Currently Provided*

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

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling. 34 CFR sections 300.24(b)(2), 300.306; 5 CCR section 3051.9

☒ 520—Parent Counseling

☐ *Service is Not Currently Provided*

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

Individual or group counseling provided by a qualified individual pursuant to an Individualized Education Program (IEP) to assist the parent(s) of students receiving special special education services in better understanding and meeting their child's needs; may include parenting skills or other pertinent issues. IEP-required parent counseling is expected to supplement the regular guidance and counseling program. 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.

Services provided pursuant to an Individualized Education Program (IEP) by a qualified individual, includes, but are not limited to, preparing a social or developmental history of a child with a disability; group and individual counseling with the child and family; working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program. 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 Individualized Education Program (IEP), include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; planning programs of individual and group counseling and guidance services for children and parents.
These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. (CFR Part 300 300.24)
IEP-required psychological services are expected to supplement the regular guidance and counseling program. 34 CFR section 300.24; CCR Title 5 section 3051.10

Section E: Annual Service Plan

SELPA: Pasadena Unified

Fiscal Year: 2025-26

☒ 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. CCR Title 5 3001(d); 34 CFR section 300.34(c)(10)

☐ 540—Day Treatment Services

☒ *Service is Not Currently Provided*

☒ 545—Residential Treatment

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

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

☐ *Service is Not Currently Provided*

☒ 610—Specialized Service for Low Incidence Disabilities

☐ *Service is Not Currently Provided*

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

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

Section E: Annual Service Plan

SELPA: Pasadena Unified

Fiscal Year: 2025-26

curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel may also be included CCR Title 5 section 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 or 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 Individualized Education Program (IEP) as to reason, frequency and duration of contact; infrequent contact is considered assistance and would not be included. CCR Title 5 3051.2; 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 board category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs, including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills (including alternative modes of reading and writing); social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students (such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff, and others) and collaboration with the student's classroom teacher. CCR Title 5 section 3030(d), EC 56364.1

☒ 730–Orientation and Mobility

☐ *Service is Not Currently Provided*

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an Individualized Education Program (IEP). 5 CCR section 3051.3; 30 EC section 56563; 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, test, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code (mathematics) and be certified by an appropriate agency. 5 CCR section 3051.16; 30 EC section 56563; 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. CCR Title 5 section 3030(e) & 3051.16); 30 EC section 56363; 34 CFR section 300.8(c)(8)

☐ 745–Reader Services

☒ *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.

Reader services: 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.

At this time none of the students in the SELPA require this service. In the event a student

Section E: Annual Service Plan

SELPA: Pasadena Unified

Fiscal Year: 2025-26

requires this service, the district will either assign or hire the appropriate personnel or contract with an agency for service provision.

☐ 750–Note Taking Services

☒ *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.

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

At this time none of the students in the SELPA require this service. In the event a student requires this service, the district will either assign or hire the appropriate personnel or contract with an agency for service provision.

☐ 755–Transcription Services

☒ *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.

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.

At this time none of the students in the SELPA require this service. In the event a student requires this service, the district will either assign or hire the appropriate personnel or contract with an agency for service provision.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 760—Recreation Service, Including
Therapeutic Recreation

☐ *Service is Not Currently Provided*

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

Therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when possible and appropriate, facilitate the pupil's integration into general recreation programs. CCR Title 5 section 3051.15; 34 CFR 300.24(c)(11)

☒ 820—College Awareness Preparation

☐ *Service is Not Currently Provided*

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

The result of acts that promote and increase student learning about higher education opportunities, information and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility and financial aid. 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 the student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decision. CCR Title 5 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 in paragraph (1)(c)(vi), self-advocacy, career planning, and career guidance. There is a need for coordination between this provision and the Perkins Act to ensure that students with disabilities in middle school will be able to access vocational education funds. 5 CCR section 3051.14; 34 CFR section 300.39(b)(5), 300.43

☒ 850—Work Experience Education

☐ *Service is Not Currently Provided*

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

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

☒ 855—Job Coaching

☐ *Service is Not Currently Provided*

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

A service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled, and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance. 5 CCR section 3051.14; 34 CFR section 300.39(b)(5), 30043

☐ 860—Mentoring

☒ *Service is Not Currently Provided*

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

A sustained coaching relationship between a student and teacher through on-going involvement and offers support, guidance, encouragement, and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal as in planned, structured instruction or informal that occurs naturally through friendship, counseling and collegiality in a casual, unplanned way. At this time none of the students in the SELPA require this service. In the event a student requires this service, the district will either assign or hire the appropriate personnel or contract with an agency for service provision.

☒ 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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

Education Programs (IEP) under this part and Individualized Family Service Plans (IFSP) under part C with individualized services plans under multiple Federal and State programs, such as Title 1 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*

☒ ☐ Description of the "Other Related Service"

Any other specialized service required for a student with a disability to receive educational benefit. This service must be included in the California Department of Education (CDE) approved local plan.

Section E: Annual Service Plan

SELPA: Pasadena Unified

Fiscal Year: 2025-26

Qualifications of the Provider Delivering "Other Related Service"

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