

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Foothill SELPA

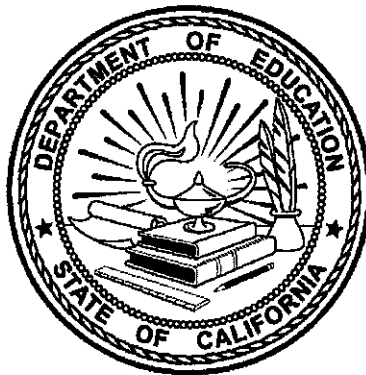
Fiscal Year

2024-25

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 B
 - Certifications 1, 3, 4 and 5 are required
 - Attachment I is required. Note: Additional attachments may be required if the amendment affects the services or funding associated with the Local Plan
- Local Plan Section D: Annual Budget Plan
 - Select if this Local Plan Section D submission was revised after June 30th due date
 - Local Plan Section D
 - Certifications 2, 3, 4 and 5 are required
 - Attachments I-V are required
 - If the submission is an amendment of special education revenues and/or expenditures previously reported to the CDE due to changes in services and programs provided by LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section E: Annual Service Plan, along with Attachment VI and VII.
- Local Plan Section E: Annual Service Plan
 - Select if this Local Plan Section E submission was revised after June 30th due date
 - Local Plan Section E
 - Certifications 2, 3, 4 and 5 are required
 - Attachments I and VI are required
 - If the submission is an amendment of programs and services previously reported to the CDE that affect the allocation of special education funds to LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section D: Annual Budget Plan, along with Attachments II-V and VII.
- Local Educational Agency Membership Changes

Section A: Contacts and Certifications

SELPA

Fiscal Year

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 Administrator Contact Information

Enter address information for the SELPA. Include current SELPA administrator contact information. NOTE: SELPA administrator position changes do not require amendments to the Local Plan. However, in such cases the new SELPA administrator assumes the responsibility for the contents and implementation of the last approved Local Plan filed with the CDE.

SELPA Name	<input type="text" value="Foothill SELPA"/>		
Street Address	<input type="text" value="223 N Jackson Street"/>	Zip Code	<input type="text" value="91206"/>
City	<input type="text" value="Glendale"/>	County	<input type="text" value="Los Angeles"/>
Mailing Address	<input type="text" value="223 N Jackson Street"/>		
City	<input type="text" value="Glendale"/>	Zip Code	<input type="text" value="91206"/>
Administrator First Name	<input type="text" value="Jay"/>	Administrator Last Name	<input type="text" value="Schwartz"/>
Administrator Title	<input type="text" value="Senior Director"/>		
Administrator's Email	<input type="text" value="JSchwartz@gusd.net"/>		
Telephone	<input type="text" value="(818) 246-5378"/>	Extension	<input type="text"/>

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.

Administrative Entity Name	<input type="text" value="Glendale Unified School District"/>		
Street Address	<input type="text" value="223 N Jackson St"/>	Zip Code	<input type="text" value="91206"/>

Section A: Contacts and Certifications

SELPA

Foothill SELPA

Fiscal Year

2024-25

City

Glendale

County

Los Angeles

Contact First Name

Darneika

Last Name

Watson

Contact Title

Superintendent

Email

DWatson@gusd.net

Telephone

(818) 241-3111

Extension

1215

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:

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.

Section A: Contacts and Certifications

SELPA

Fiscal Year

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

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:

Section A: Contacts and Certifications

SELPA

Fiscal Year

- 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).

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.

Add	Agency	First and Last Name	Title	Section
-	Foothill SELPA	Jay Schwartz	Administrator-Spec. Ed.	All
-	Burbank USD	Jamie Kiffel-Alcheh	Parent	All
-	Burbank USD	Melissa Capelle	Teacher-Spec. Ed.	Section B
-	Burbank USD	Elizabeth Pak	Other	Section E
-	Burbank USD	Harmony Trax	Other	Section D

Section A: Contacts and Certifications

SELPA

Foothill SELPA

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Add	Agency	First and Last Name	Title	Section
<input type="checkbox"/>	Glendale USD	Deb Rinder	Administrator-Spec. Ed.	All
<input type="checkbox"/>	Glendale USD	Beatriz Bautista	Administrator-Spec. Ed.	All
<input type="checkbox"/>	Glendale USD	Andrea Crissman	Parent	All
<input type="checkbox"/>	Glendale USD	Magy Waked	Other	Section E
<input type="checkbox"/>	Glendale USD	Craig Laimer	Other	Section D
<input type="checkbox"/>	Glendale USD	Charel Bailey	Administrator-Gen. Ed.	Section B
<input type="checkbox"/>	Glendale USD	Rose d'Amato	Teacher-Gen. Ed.	Section B
<input type="checkbox"/>	La Canada USD	Derek Ihori	Administrator-Spec. Ed.	All
<input type="checkbox"/>	La Canada USD	Jacki Ong	Other	Section D
<input type="checkbox"/>	La Canada USD	Caroline Vartan	Other	Section E

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

Section A: Contacts and Certifications

SELPA

Foothill SELPA

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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

Foothill SELPA

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2024-25

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

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

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.)

Section A: Contacts and Certifications

SELPA

Fiscal Year

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

Administrative Entity*

Date

SELPA Governance Council or Responsible Individual

Date

SELPA Administrator

Date

*If the Local Plan represents a single LEA SELPA, then the responsible individual identified in item A4 of Section A must sign here. If the Local Plan represents a multiple LEA SELPA, or a COE joined SELPA, then the administrative entity's designee identified 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

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC Section 56195.1(b)* and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC Section 56195.7*.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

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

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

C2-4. Specific web address where the SELPA Local Plan, including all sections, is posted.

Section A: Contacts and Certifications

SELPA

Foothill SELPA

Fiscal Year

2024-25

Darneika Watson

Jun 28, 2024

Administrative Entity*

Date

Darneika Watson

Jun 28, 2024

SELPA Governance Council or Responsible Individual

Date

Jay Schwartz

Jun 28, 2024

SELPA Administrator

Date

*If the Local Plan represents a single LEA SELPA, then the responsible individual identified in item A4 of Section A must sign here. If the Local Plan represents a multiple LEA SELPA, or a COE joined SELPA, then the administrative entity's designee identified in item A4 of Section A must electronically sign here.

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

SELPA

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2024-25

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

If "Yes," the COE must enter comments and recommendations here:

The local plan sections submitted meet all applicable requirements of state and federal law.

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).

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For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

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

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

SELPA

Foothill SELPA

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

<https://www.lacoe.edu/services/curriculum-instruction/special-education/special-education-stit>

Authorized Signature

Debra Duardo, M.S.W., Ed.D.

COE Superintendent

May 23, 2024

Date

Special Education Local Plan Area (SELPA) Local Plan Certification 4

SELPA

Fiscal Year

Certification 4: Community Advisory Committee

IMPORTANT: Certification 4 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 Section E: Annual Service Plan.

Cert 4-1. Community Advisory Committee Participation

The Community Advisory Committee (CAC), advised the SELPA during the development, amendment, and review of the Local Plan. The process involved a schedule of regular consultations regarding policy and budget development. California *Education Code* sections 56194 and 56205(a)(12)(E).

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

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

Cert 4-2. Community Advisory Committee Review Timeline

The CAC had at least 30 days to conduct a review of the completed Local Plan. This review was done prior to Local Plan being submitted to the COE and CDE.

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

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

Cert 4-3. Community Advisory Committee Comments

The CAC provided written comments to the SELPA regarding this Local Plan submission.

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

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

I certify the information presented herein is an accurate representation of the CAC's involvement in the development and/or amendment of the Local Plan.

Authorized Signature

CAC Chairperson

Date

Local Plan Submission

SELPA

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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).

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

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

SELPA

Foothill SELPA

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2024-25

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

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.

www.FoothillSELPA.org

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

John Paramo

LEA Superintendent/Chief Administrator

Jun 28, 2024

Date

SELPA

Foothill SELPA

Fiscal Year

2024-25

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

Glendale Unified School District

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).

For a multiple LEA SELPA or a COE joined SELPA

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I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

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

SELPA

Foothill SELPA

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2024-25

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

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.

www.Foothill SELPA.org

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

Darneika Watson

LEA Superintendent/Chief Administrator

Jun 28, 2024

Date

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).

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

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

SELPA Foothill SELPA

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All agreements are maintained by the SELPA and will be made available upon request to the CDE.

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.

www.FoothillSELPA.org

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

John Paramo

LEA Superintendent/Chief Administrator

Jun 28, 2024

Date

SELPA Foothill SELPA

Fiscal Year 2024-25

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 La Canada Unified School District

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).

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

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

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All agreements are maintained by the SELPA and will be made available upon request to the CDE.

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.

www.FoothillSELPA.org

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

Wendy K.Sinnette

LEA Superintendent/Chief Administrator

Jun 28, 2024

Date

Local Plan Submission

SELPA

Fiscal Year

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

SELPA Foothill SELPA

Fiscal Year 2024-25

B. Governance and Administration

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

Participating Local Educational Agencies

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

Special Education Local Plan Area—Local Plan Requirements

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

The Foothill Special Education Local Plan Area (SELPA) is a multi-district SELPA comprised of the Burbank, Glendale, and La Canada Unified School Districts, that joined together to provide for the coordinated delivery of programs and services to students with disabilities who reside in the area. The Foothill SELPA is in Northeast Los Angeles County and includes the cities of Burbank, Glendale, La Crescenta, and La Canada.

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

The administrative organization of the Foothill Local Plan for Special Education, hereinafter referred to as the Local Plan, incorporates the management staff from all participating LEAs into a framework that provides direct supervision over all programs and the necessary coordination of regionalized services. The respective governing boards, superintendents, and administrators of special education all provide appropriate support to the implementation of the Local Plan within their LEA. The LEA governing boards appoint their superintendent as their designee for the approval and review of all policies, procedures and fiscal decisions in the implementation of the SELPA. The Superintendents Council, as the governance council, provides support to the SELPA Director and is the decision-making entity for the Local Plan. In adopting the completed plan, each participating LEA agrees to carry out the duties and responsibilities assigned to it within the plan. Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable federal and state law.

Superintendents Council

The Superintendents Council is the governing body of the SELPA and is composed of the Superintendents, from each of the three LEAs within the SELPA. The Glendale Unified School District serves as the Responsible Local Agency (RLA). Superintendents may participate in governance council meetings via telephone or video conferencing, pursuant to the provisions of the Ralph M. Brown Act, if unable to attend a meeting, or may send a Designee. All

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Superintendents Council members have one vote and decisions will be made by a majority vote, except in circumstances where state or federal mandates require a unanimous vote. A quorum shall consist of two members in attendance. The Chairperson of the council shall be the Superintendent of the Responsible Local Agency. The SELPA Director will prepare each agenda and all required materials with consultation from the chairperson.

The Superintendents Council shall meet a minimum of four times per year. All meetings of the Council shall be noticed and conducted in compliance with the Brown Act and other applicable laws. Meeting notices shall be sent to all Foothill SELPA Superintendents and others as requested.

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

- Approving amendments to the Local Plan
- Taking action to approve or deny annual budget and service plans at a public hearing scheduled at a Superintendents' Council meeting in compliance with all legal mandates
- Approving and adopting SELPA policies and procedures in the implementation of the Local Plan, as a representative of their respective LEA
- Recruiting, selecting, and supervising the SELPA Director
- Approving revisions to the allocation plan for the distribution of federal, state, and local funds allocated for special education programs
- Providing direction for Regionalized and program specialist services
- Establishing and promoting a Community Advisory Committee (CAC); reviewing and considering comments from the CAC

The Superintendents Council shall have the exclusive right to decide the following:

- Any matter involving a material change to the SELPA's budget.
- Any matter involving the allocation of special education funding to each participating LEA.
- Any appointment of, or material changes to the staff members of the SELPA, including the SELPA Director.
- Approval of any charter school or LEA's application for LEA status within the SELPA.

Community Advisory Committee

The Community Advisory Committee (CAC) is an advisory body to the policy and administrative entity of the Foothill Special Education Local Plan Area (SELPA), serving Burbank, Glendale, and La Canada Unified School Districts.

- The CAC members shall be appointed by and directly responsible to the governing boards of each participating LEA in accordance with EC 56191. It is the intent of the SELPA that membership be solicited from each participating LEA to ensure as full a representation as possible. All interested persons may attend any meeting of the CAC. Composition of CAC membership shall be in accordance with EC 56192.
 - Bylaws, which delineates specific education codes, have been established and may be located at the SELPA office.
 - The CAC shall select officers annually, in accordance with the bylaws.
 - All board meetings of the CAC shall be held according to federal and state law. Agendas of CAC meetings and information related to CAC activities will be posted by the member LEAs.
- The community advisory committee shall have the authority and fulfill the responsibilities that are defined for it in the local plan. The responsibilities shall include, but need not be limited

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to, all the following:

- (a) Advising the policy and administrative entity of the special education local plan area regarding the development, amendment, and review of the local plan. The entity shall review and consider comments from the community advisory committee.
- (b) Recommending annual priorities.
- (c) Assisting in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the plan.
- (d) Encouraging community involvement in the development and review of the local plan.
- (e) Supporting activities on behalf of individuals with exceptional needs.
- (f) Assisting in parent awareness of the importance of regular school attendance.
- (g) Supporting community involvement in the parent advisory committee established pursuant to Section 52063 to encourage the inclusion of parents of individuals with exceptional needs to the extent these pupils also fall within one or more of the definitions in Section 42238.01.

SELPA Director

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

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

- Supervising and evaluating the SELPA certificated and classified staff
- Conducting and/or assisting in due process hearings, mediations and resolution meetings, as requested by the SELPA governance board.
- Negotiating, monitoring and reviewing inter-agency service and operational agreements, contracts, and Memorandums of Understanding.
- Participating in liaison activities and assisting in coordination of services with the California Department of Education, Special Education Division and other districts, SELPAs and local agencies, Regional Center, California Children's Services, etc.
- Representing the SELPA at state, county and regional committees related to SELPA inter-agency issues and program delivery.
- Coordinating and communicating effectively with superintendents, business officials, and special education directors and maintains an effective system of communication with and among all SELPA personnel.
- Coordinating with Special Education Directors in member districts to keep the Foothill SELPA Superintendents Council informed regarding pertinent issues, policy development, and needs related to SELPA, special education and the districts.
- Providing support to the operation of the SELPA Community Advisory Committee.
- Reviewing SELPA program and fiscal reports in accordance with Federal and State requirements.
- Coordinating the development, approval, and implementation of the SELPA Local Plan, and assures compliance.

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- Assisting the LEAs in due process hearings, mediations and resolution meetings, as requested by the SELPA governance board.
- Participating in SELPA staff recruitment and training.

In addition, the SELPA Director, with the help of the office staff on the Foothill SELPA, will:

- Maintain responsibility for the SELPA allocation policy and the distribution of resources to member districts.
- Assist in monitoring and reviewing inter-agency service and operational agreements, contracts, and Memorandums of Understanding.
- Plan, develop, and administer SELPA operational budget, including expenditure control.
- Monitor and evaluate fiscal management and student data collection.
- Prepare, review, and submit SELPA program and fiscal reports in accordance with Federal and State requirements.
- Plan and provide for a comprehensive program of special education staff development activities.
- Participate in liaison activities and assist in coordination of services with the California Department of Education, Special Education Division and other districts, SELPAs and local agencies, Regional Center, California Children's Services, etc.
- Provide for establishment and maintenance of a management information system and ensure collection and reporting of required data.
- Coordinate required state reviews and other compliance reviews; ensure the submission of required SELPA reports at the district, state and federal levels.
- Communicate with other administrators, personnel and outside organizations to coordinate long-term activities and programs, resolve issues and conflicts and exchange information.
- Provide staff training on software and procedures.

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

The LEA governing boards appoint their superintendent as their designee for the approval and review of all policies, procedures and fiscal decisions in the implementation of the SELPA Local Plan. Local board policy of each member LEA of the SELPA shall indicate that the LEA is responsible for educating students with disabilities in the least restrictive environment. Placement in special education programs or services occurs only when the nature or severity of the disability is such that the student's education, even with the use of modifications of the general educational program or use of supplementary aids or programs, cannot be achieved satisfactorily in the general education setting. The Foothill SELPA Superintendents' Council will take action to approve or deny SELPA-wide policies, administrative regulations, procedures, resolutions, local interagency agreements, and guidelines for the management and implementation of special education programs and services within the SELPA.

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

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

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

Yes No

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

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

The Community Advisory Committee (CAC) acts as an advisory body to the policy and administrative entity in the development, amendment, and review of the Local Plan. The Local Plan for Special Education shall be updated cooperatively by a committee of representatives of special and general education teachers and administrators selected by the groups they represent and with participation by parent members of the CAC, or parents selected by the CAC.

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

To ensure adequate and effective communication, the local plan will be developed, revised or updated cooperatively by a committee, based on a timeline set forth by the California Department of Education. The committee will include administrators, special/general education teachers and parent(s) selected by the group they represent. The parent(s) will be members of the Community Advisory Committee (CAC) or selected by the CAC. The SELPA Director will

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serve as committee chairperson.

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

The Glendale Unified School District has been designated as the Administrative Unit (AU) or Responsible Local Agency (RLA) for the Foothill SELPA. The AU shall be responsible for functions including, but not limited to:

- * Receipt and distribution of any funds for the operation of the special education programs to appropriate accounts.
- * Receipt and distribution of special education funds to accounts exclusively designated for the operation, maintenance and use of the SELPA, under the direction of the SELPA Director.
- * Provision of administrative support to the SELPA Office.
- * Employment of SELPA Staff to support SELPA operations, including certificated administration, teachers and service providers and classified staff.
- * Provision of suitable office space for both certificated and classified employees of the SELPA and its related programs, including the SELPA Director.
- * Upon recommendation of the SELPA Superintendents' Council, the Administrative Unit's governing Board shall review and act on SELPA Operational items such as contracts or other requisite matters as needed to support the Local Plan.

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

The SELPA will facilitate agreements for the provision and coordination of services by other public agencies that are funded to serve children with disabilities. The SELPA Director shall develop, agree to and maintain Inter-agency agreements and/or memorandums of understanding necessary to support the implementation of the Local Plan, and as required by legal mandates that have been developed with agencies such as Regional Center. Other inter-agency agreements and/or memorandums of understanding will be developed as needed in support of the Local Plan. Copies of these documents can be requested through the SELPA office.

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10. For multi-LEA local plans, specify:

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

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

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

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

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

The Superintendent of each LEA retains responsibility for the administration of programs operated by the LEA in which they serve. The Superintendent shall provide, as needed, direct support to their staff in planning, establishing and implementing policies related to special education. In addition, each superintendent shall:

- * Assure the provisions of the Local Plan are implemented in the LEA in compliance with State Education Code and Federal IDEA.
- * Recommend the adoption of the Local Education Agency Special Education policies to the governing board.
- * Calendar items requiring local board approval.

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- * Direct the activities of the administrators of special education in coordinating the administration of the Local Plan.
- * Assure that required data is submitted to the SELPA and/or administrative agency in a timely manner.
- * Assure the appropriate facilities and support services such as transportation are available to meet the needs of students with disabilities residing within the geographical area covered by the Local Plan.
- * Other duties as required by federal and state law.

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

The LEA Special Education Administrators and/or designee are employed by their respective LEA and are responsible to their LEA superintendent. They shall direct the operation of the special education programs and services that are operated by the LEA. In addition, the administrators shall assist in the coordination of the administration of the local plan as follows:

- Serve in an advisory capacity to the SELPA Director.
- Coordinate special education services and programs within their agencies and for the implementation of the local plan within their LEAs.
- Assign staff as required to assist in the development of regionalized services including, but not limited to, the development of coordinated child find identification, a placement and referral system, personnel, curriculum development activities and evaluation and program review/monitoring activities.
- Make available a free appropriate public education to all children residing in the LEA between the ages of birth through 21 inclusive, including students with disabilities who have been suspended or expelled from school.
- Identify and serve students in medical facilities, foster care, or Licensed Childcare Institute (LCI) pursuant to federal and state law.
- Develop and provide programs and services for all eligible students residing in the LEA and for students attending private schools.
- Organize, administer and supervise the activities of local IEP Teams and participate in regional IEP Teams as required.
- Work to ensure participation of students with disabilities in state and LEA-wide assessments.
- Operate all special education programs and services in accordance with federal and state laws and regulations.
- Organize the activities of the Resource Specialist Program (RSP) and assure that the programs comply with the provisions pursuant to EC 56362.

Ensure equal access to all programs within the SELPA for students with disabilities by:

- Use of common forms and web-based IEP development system

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- Acceptance of all students with disabilities appropriately referred to regionalized programs across LEAs
- Assure the availability of programs as needed
- Assure that required information, reports and necessary waivers are submitted to the SELPA Director in a timely manner.
- Coordinate and conduct LEA special education monitoring and review activities as required.
- Implement and monitor any corrective actions findings for all monitoring and review activities.
- Respond to compliance and due process complaints and implement required corrective actions if needed.
- Forward to the SELPA Director copies of all monitoring activities and reviews, Office of Civil Rights, due process, and state-level complaint findings.
- Perform other duties necessary to coordinate the administration of the local plan.

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

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

The RLA/ AU is responsible for the recruitment and hiring of the SELPA Director and staff.

- The SELPA Director oversees the recruitment, supervision and evaluation of SELPA staff.
- The individual LEAs will provide representation on the interview panel for the hiring of SELPA staff as needed.

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

All federal and state special education funds shall be allocated to the SELPA AU for distribution to member LEAs according to an approved Special Education Funding Allocation Plan. It shall be the sole decision of the Superintendents' Council to develop and make any changes to the allocation of federal and state special education funds. The SELPA Director is responsible to ensure that the funds are distributed in accordance with the funding allocation plan.

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

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

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

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

Specific duties of the RLA/ AU:

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

Specific duties of the SELPA Director

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

Specific duties of the individual LEAs:

- Coordinate and conducting child find activities
 - Make available a free appropriate public education to all students residing in the LEA and/or local plan geographic area.
 - Develop and provide programs and services for all eligible students residing in the LEA and for students attending private schools and attending regional programs .
 - Identify and serve students in medical facilities, foster care, or Licensed Children's Institution (LCI) pursuant to federal and state law.
 - Ensure participation of students with disabilities in state and district-wide assessments.
- Operate all special education programs and services in accordance with federal and state laws and regulations and in alignment with SELPA policies and procedures.

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

Specific duties of the RLA/AU:

The AU, as the grantee of federal funds from the California Department of Education (CDE), shall distribute all or part of the federal funds received to member LEAs within the SELPA through a sub-grantee process and shall annually conduct and report to the CDE the required Maintenance of Effort (MOE) information. The AU will provide consultation and support to the

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SELPA related to the monitoring of the appropriate use of federal, state and local funds used for special education programs.

Specific duties of the SELPA Director:

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

Specific duties of the individual LEAs:

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

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

Specialized equipment and services will be provided at the site where the Individualized Education Program (IEP) team has determined appropriately provides the program/services in the least restrictive environment. Specialized equipment and services will be distributed in such a manner that maximizes students' opportunity to be educated in the least restrictive environment (EC 56206). The SELPA and individual LEAs will ensure that specialized equipment is accessible to students in alignment with federal and state law.

The Foothill SELPA serves all pupils, ages 0-21, which are identified as individuals with exceptional needs, including those identified as having "low incidence" disabilities. Low Incidence funds may be used for all pupils with low incidence disabilities as defined in law where an IEP team has determined the pupil meets eligibility requirements for a low incidence disability and the specialized equipment and/or services are recommended in the student's IEP.

The LEA is responsible for providing a student with disabilities who requires the use of an assistive technology device, as noted in their IEP, with continued access to that device, or to a comparable device, when the student, because of enrollment in another LEA, ceases to be enrolled in that LEA. This responsibility is in force until alternative arrangements for providing the student with continuous access to the assistive technology device, or to a comparable device, can be made or until two months have elapsed from the date that the student ceased

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Policies, Procedures, and Programs

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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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adopted by the SELPA as stated:

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

**4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP):
20 USC Section 1412(a)(4); EC 56205(a)(4)**

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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5. Least Restrictive Environment: USC Section 1412(a)(5); EC 56205(a)(5)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated:

Yes No

6. Procedural Safeguards: 20 USC Section 1412(a)(6); EC 56205(a)(6)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

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Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes No

9. Part C to Part B Transition: 20 USC Section 1412(a)(9); EC 56205(a)(9)

Policy/Procedure Number:

Document Title:

Document Location:

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

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birthday."The policy is adopted by the SELPA as stated:

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

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Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes No

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

Policy/Procedure Number:

Policy/Procedure Title:

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Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

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Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

Administration of Regionalized Operations and Services

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

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

Document Title:

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Document Location:

**Foothill Special Education Local Plan Area (SELPA) Office
223 N Jackson St, Glendale CA, 91206**

Description:

Role of the RLA/AU:

- The AU receives and maintains accountability for fiscal and accounting records in accordance with federal and state requirements and submitting reports to appropriate authorities.
- The AU distributes funds to member districts in accordance with the Foothill SELPA allocation plan, at the direction of the SELPA office.

Role of the SELPA Administrator/Director:

- Ensure that the local plan is implemented and make recommendations to the Superintendents' Council when revisions are needed.
- Facilitate development and approval of SELPA policies and procedures necessary to implement the local plan.

Role of the individual LEAs:

- Ensure a full continuum of services/supports are available in order to provide a free and appropriate public education to all students with disabilities for whom they are responsible.
- Review and approve policies and procedures to implement the local plan through their representative at the Superintendents' Council.

2. Coordinated system of identification and assessment:

Document Title:

Administration of SELPA Regional Programs and Services Guidelines

Document Location:

**Foothill Special Education Local Plan Area (SELPA) Office
223 N Jackson St, Glendale CA, 91206**

Description:

Role of the RLA/AU: N/A

Role of the SELPA Administrator/Director:

- Ensure each LEA conducts child find activities.
- Provide technical support to LEAs and guidance to parents as needed.
- Participate in child find activities by establishing policies and

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procedures for the member LEAs and ensuring appropriate inter-agency agreements are in place.

Role of the individual LEAs:

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

3. Coordinated system of procedural safeguards:

Document Title: Administration of SELPA Regional Programs and Services Guidelines

Document Location: Foothill Special Education Local Plan Area (SELPA) Office
223 N Jackson St, Glendale CA, 91206

Description:

Role of the RLA/AU: N/A

Role of the SELPA Administrator/Director:

- Facilitate and support Alternative Dispute Resolution processes to assist both LEAs and parents to resolve conflicts.
- Be available to answer questions related to filing complaints with the COE and/or Office of Administrative Hearings.
- Provide guidance to LEAs on procedural safeguards.
- Assure procedural safeguards are in place by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, and placement.
- Ensure that procedural safeguards are available and accessible to parents and families in multiple forms including on line, in print and in different languages as needed.

Role of the individual LEAs:

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

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

Document Title:	Administration of SELPA Regional Programs and Services Guidelines
Document Location:	Foothill Special Education Local Plan Area (SELPA) Office 223 N Jackson St, Glendale CA, 91206
Description:	<p>Role of the RLA/AU: N/A</p> <p>Role of the SELPA Administrator/Director:</p> <p>On an annual basis, input is collected from the Special Education Administrators from member LEAs and staff to determine the staff development needs that the SELPA is requested to provide. On an annual basis, the Community Advisory Committee will provide input on parent and guardian education and topics. The SELPA Director will coordinate and/or provide needed trainings and supports as requested or determined appropriate for each member LEA.</p> <p>Role of the individual LEAs:</p> <p>LEAs will determine their staff development and parent/guardian education needs, based on their locally identified requirements. LEAs will seek assistance and support from the SELPA when needed.</p>

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

Document Title:	Administration of SELPA Regional Programs and Services Guidelines
Document Location:	Foothill Special Education Local Plan Area (SELPA) Office 223 N Jackson St, Glendale CA, 91206
Description:	<p>Role of the RLA/AU: NA</p> <p>Role of the SELPA Administrator/Director:</p> <p>The SELPA Director will provide technical assistance and staff development as requested or determined appropriate for member LEAs.</p> <p>Role of the individual LEAs:</p> <p>Individual LEAs will determine their needs for curriculum development and alignment with the core curriculum, based on their locally identified needs. LEAs will seek technical assistance and support from the SELPA</p>

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

Document Title:

Document Location:

Description:

7. Coordinated system of data collection and management:

Document Title:

Document Location:

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Description:

Role of the RLA/AU: N/A

Role of the SELPA Administrator/Director:

The SELPA will approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission of each member LEA as required by the California Department of Education. The SELPA will provide technical assistance and training to LEAs as requested and/or deemed necessary. The SELPA establishes and maintains the Special Education Data System (i.e. SEIS) for all LEA members to access and use for reporting purposes.

Role of the individual LEAs:

LEAs are responsible for data entry, quality and integrity. LEAs will approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission in a timely manner and as required by the California Department of Education. LEAs are required to use the Special Education Data System (i.e. SEIS) established by the SELPA.

8. Coordination of interagency agreements:

Document Title:

Administration of SELPA Regional Programs and Services Guidelines

Document Location:

Foothill Special Education Local Plan Area (SELPA) Office
223 N Jackson St, Glendale CA, 91206

Description:

Role of the RLA/AU:

The AU is responsible for executing inter-agency agreements at the direction of the SELPA. Such agreements may be required to be approved by the AU's governing board in the interest of the member districts of the SELPA.

Role of the SELPA Administrator/Director:

The SELPA Director will develop, review and revise inter-agency agreements as required to implement the plan, insure that inter-agency agreements are in place as required by California Education Code and provide technical assistance and dispute resolution as needed.

Role of the individual LEAs:

LEA's will approve inter-agency agreements through their Superintendent's participation in the Superintendents' Council and/or at the direction of the SELPA and implement as

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9. Coordination of services to medical facilities:

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Description:

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district of special education accountability which would be responsible.

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

Document Title: **Administration of SELPA Regional Programs and Services Guidelines**

Document Location: **Foothill Special Education Local Plan Area (SELPA) Office
223 N Jackson St, Glendale CA, 91206**

Description: **Role of the RLA/AU:
The AU is responsible for completing required accountability and fiscal reports on behalf of the SELPA.
Role of the SELPA Administrator/Director:
The SELPA Director will ensure preparation and timely submission of required reports and provide technical assistance to LEAs in completing said reports.
Role of the individual LEAs:
Individual LEAs will submit required reports and/or data in order for the SELPA to submit timely reports.**

12. Fiscal and logistical support of the CAC:

Document Title: **Administration of SELPA Regional Programs and Services Guidelines**

Document Location: **Foothill Special Education Local Plan Area (SELPA) Office
223 N Jackson St, Glendale CA, 91206**

Description: **Role of the RLA/AU: The AU will approve those expenses deemed appropriate and approved by the Superintendents' Council and/or SELPA Director.
Role of the SELPA Administrator/Director:
The SELPA Director will provide fiscal and logistical support for CAC meetings, events, and trainings that are approved by the Superintendents' Council when required.
Role of the individual LEAs:**

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The LEA superintendents through the Superintendents' Council will ensure that the SELPA has appropriate fiscal and logistical support for the CAC.

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

Document Title:	Administration of SELPA Regional Programs and Services Guidelines
Document Location:	Foothill Special Education Local Plan Area (SELPA) Office 223 N Jackson St, Glendale CA, 91206
Description:	Role of the RLA/AU: N/A Role of the SELPA Administrator/Director: The SELPA Director will provide technical assistance as needed or requested by member LEAs. Role of the individual LEAs: Each individual LEA will be responsible for providing transportation for their students with disabilities as determined by their IEP teams.

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

Document Title:	Administration of SELPA Regional Programs and Services Guidelines
Document Location:	Foothill Special Education Local Plan Area (SELPA) Office 223 N Jackson St, Glendale CA, 91206
Description:	Role of the RLA/AU: N/A Role of the SELPA Administrator/Director: The SELPA Director will provide professional development and technical assistance as needed or requested and will ensure appropriate inter-agency agreements are in place and facilitate connection to agency partners as appropriate. Role of Individual LEAs: Individual LEAs will provide appropriate career and vocational education and transition services as required under state and federal law as appropriate. LEAs will also coordinate with local agencies (e.g. Regional

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Center and Department of Rehabilitation) as appropriate.

15. Assurance of full educational opportunity:

Document Title: **Administration of SELPA Regional Programs and Services Guidelines**

Document Location: **Foothill Special Education Local Plan Area (SELPA) Office
223 N Jackson St, Glendale CA, 91206**

Description: **Role of the RLA/AU: NA**
Role of the SELPA Administrator/Director:
Through approval of the Annual Services Plan, the SELPA Director will ensure that the full continuum of services is provided and will assist with Inter- SELPA Transfers, as needed.
Additionally, professional development and technical assistance is available upon request or as determined necessary by the SELPA for LEAs and/or nonpublic schools.
Role of the individual LEAs:
Each LEA, through their representative to the Superintendents' Council will determine the regional programs required to meet the needs of the students with disabilities within the SELPA. Additionally, each LEA is responsible for providing a full continuum of services in collaboration with the SELPA.

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

Document Title: **Administration of SELPA Regional Programs and Services Guidelines**

Document Location: **Foothill Special Education Local Plan Area (SELPA) Office
223 N Jackson St, Glendale CA, 91206**

Role of the RLA/AU: The AU and SELPA will work collaboratively to ensure that the distribution and allocation of funds are distributed based on the Fiscal Allocation Plan. The AU shall be responsible for functions including, but not limited to:

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Description:

- Receipt and distribution of any funds for the operation of special education programs to appropriate accounts or to member LEAs.
- Receipt and distribution of special education funds to accounts exclusively designated for SELPA use based on the SELPA Fiscal Allocation Plan.

Role of the SELPA Administrator/Director:

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

Role of the individual LEAs:

The individual LEAs through representation to the Superintendents' Council, determine and approve the allocation of funds to the member LEAs and the Annual Budget Plan. The LEAs will submit required fiscal reports as required by state and federal law and will provide the SELPA with fiscal reports as needed.

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

Document Title: Administration of SELPA Regional Programs and Services Guidelines

Document Location: Foothill Special Education Local Plan Area (SELPA) Office
223 N Jackson St, Glendale CA, 91206

Description:

Role of the RLA/AU: N/A

Role of the SELPA Administrator/Director: N/A

Role of the individual LEAs: The LEA special education administrators supervise and evaluate LEA Special Education Program/Teacher Specialist(s) and provide training and guidance, as needed. LEAs will request guidance, technical assistance and training from the SELPA as needed.

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Special Education Local Plan Area Services

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

Document Title: Special Education Local Plan Services

Document Location: Foothill Special Education Local Plan Area (SELPA) Office
223 N Jackson St, Glendale CA, 91206

Description:

The Foothill SELPA is the provider for Early Start services for all member Local Educational Agencies (LEAs). The SELPA serves all children birth-3 years of age identified under solely low incidence eligibility categories (Vision Impairment, Deaf and Hard of Hearing and Orthopedically Impaired). The Early Start program provides service coordination and special education and related services, primarily in the child's home.

The Foothill SELPA and member LEAs will make timely referrals to the Regional Center for potentially eligible infants and toddlers with additional needs.

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

Preschool special education services are provided to students who are determined eligible, based on the IEP and according to LEA procedures.

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

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

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

Document Title: **Special Education Local Plan Services**
Document Location: **Foothill Special Education Local Plan Area (SELPA) Office
223 N Jackson St, Glendale CA, 91206**
Description: **Members of the public, including parents or guardians of students with disabilities, may address questions or concerns to the governing boards of each LEA, the Superintendents' Council, the LEA Special Education Administrators, the SELPA Director, and/or the CAC by contacting the Foothill SELPA or the LEAs directly.**

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

Document Title: **Special Education Local Plan Services**
Document Location: **Foothill Special Education Local Plan Area (SELPA) Office
223 N Jackson St, Glendale CA, 91206**
In the event of a disagreement among the local educational agencies, local educational agencies and the Administrative Unit, local educational agencies and/or the Administrative Unit and the SELPA regarding the distribution of funding, responsibility for service provision and any other governance activities specified in the Local Plan, it is the intent of the Superintendents' Council that issues be resolved at the lowest level possible in the SELPA's governance structure. The Superintendents' Council is the board of last resort. This policy is intended to resolve disagreements within a period of 45 days, but is not intended to undermine local authority.
If a local educational agency disagrees with a decision or practice of another agency or the SELPA Office, that local educational agency has a responsibility to discuss and attempt resolution of the disagreement

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Description:

with the party, or parties directly involved. The parties involved will present the issues to their respective superintendents or designees who will attempt to resolve the matter. Either party may request direct assistance of the SELPA Director or Chairperson of the Superintendents' Council.

If this process fails, the parties may pursue a hearing on the issues and resolution with the Superintendents' Council. The decision of the Superintendents' Council shall be final.

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

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

Document Title:

Document Location:

Description:

The SELPA provides a full continuum of services to students identified with disabilities, including students in charter schools, alternative education, and students who are not in residence but approved to attend the LEA. Access to services is through each of the LEAs. The referral, assessment, and Individual Education Program (IEP) process is utilized to identify the needs of each individual student with disabilities. The LEA ensures that supplemental aids and services are provided in the Least Restrictive Environment (LRE). A student shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and where appropriate, utilized. (EC 56303)

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

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evaluating whether the student is making appropriate educational progress:

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Description:

Nonpublic, nonsectarian school (NPS) means a private, nonsectarian school that enrolls individuals with exceptional needs pursuant to an IEP and is certified by the COE. The LEA may contract with a NPS when no public education program is available, as determined by the IEP team.

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

- Annually verify the NPS has conducted training pursuant to EC 56366.1 (a)(4)
- Conduct one on-site visit to the NPS prior to placement of a pupil if the LEA does not have any pupils enrolled at the school at the time of placement
- Conduct one on-site monitoring visit each school year that the LEA has a pupil attending and which it maintains a master contract.

The monitoring visits shall include:

- A review of services provided to the pupil through the individual service agreement between the LEA and NPS
- A review of progress the pupil is making toward the goals in the IEP
- A review of progress the pupil is making toward the goals set forth in the pupil's behavior intervention plan, should one be included in the IEP
- Observation of the pupil during instruction
- Conduct a walkthrough of the facility
- The onsite monitoring visit shall be documented in a report to be submitted to the COE within 60 calendar days of the visit . The IEP team shall consider the onsite monitoring visit report when evaluating whether the student is making appropriate educational progress at the NPS.

6. A description of the process by which the SELPA will fulfill the obligations to provide free and

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appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances described in *EC 56026(c)(4)*) who has been incarcerated in a county jail and remains eligible for special education services:

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

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

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

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

Eligible Adults

Adults who are aged 18 to 21 years, who have not graduated with a high school diploma, who, at the time they turned 18, were identified as an individual with exceptional needs and had an Individualized Education Program (IEP) under the IDEA, are also entitled to a FAPE (hereinafter ("eligible adults").) (See 20 U.S.C. 1400 (d)(1)(A), (B), (C); 20 U.S.C. 1412(a)(1)(A); Cal. Educ. Code, 56000, 56026(c)(4).) This applies to

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adults incarcerated in California adult jails and prisons. However, an individual, aged 18 through 21 years, who, in the educational placement prior to his or her incarceration in an adult correctional facility was not identified as an individual with exceptional needs or did not have an IEP under the IDEA, is not entitled to a FAPE. (20 U.S.C. 1412(a)(1)(B); Cal. Educ. Code, § 56040(b).)

District of Special Education Accountability

For an eligible adult who, prior to reaching the age of majority, resided within the Foothill SELPA's geographic boundaries, the applicable local educational agency within the SELPA shall ensure the adult student has a FAPE available. If the parent relocates outside of the boundaries of the district, the new district of Special Education Accountability shall become the responsible local educational agency ("LEA"). If the student is conserved, the residence of his or her conservator shall control. (Cal. Educ. Code, 56041)

Child Find

The SELPA shall actively and systematically seek out all eligible adults residing within its boundaries. The LEAs within the SELPA shall ensure that eligible students are identified and provided a FAPE consistent with this policy.

Individualized Education Program

Once the LEA is informed that one of its residents is an eligible adult incarcerated at an adult correctional facility, the LEA will review and revise the individual's IEP as necessary, including conducting an annual review, as needed, subject to the cooperation of the correctional facility where the student is located. The LEA will determine whether the qualified individual wishes to receive a FAPE and if so will ensure that FAPE is provided pursuant to the IDEA and California Education Code.

To receive special education services while incarcerated, a qualified individual must consent to the receipt of such services.

Limitations

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

- The requirements set out in 20 U.S.C. 1412(a)(16) and 20 U.S.C. 1414(d)(1)(A)(i)(VI) (relating to participation in general assessments) do

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not apply. Eligible individuals convicted as adults under State law and incarcerated in adult prisons are exempted from participation in State and district-wide assessment programs under the IDEA.

- The requirements of items (aa) and (bb) of 20 U.S.C. 1414(d)(1)(A)(i) (VIII) (relating to transition planning and transition services), do not apply with respect to such individuals whose eligibility under the IDEA will end, because of their age, before such individuals will be released from prison.

- If an individual with a disability is convicted as an adult under state law and incarcerated in an adult prison, the individual's IEP Team may modify the individual's IEP or placement notwithstanding the least restrictive environment ("LRE") requirements of 20 U.S.C. 1412(a)(5)(A) and the IEP content requirements of 20 U.S.C. 1414(d)(1)(A) if there is a bona fide security or compelling penological interest that cannot otherwise be accommodated.

The federal regulations (34 CFR 300.102(a)(2)(ii)) identify two exceptions to the above:

- Individuals who had been identified as eligible for special education and had received services in accordance with an IEP, but who left school prior to their incarceration
- Individuals who did not have an IEP in their last educational setting, but who had been identified as eligible for special education.

Legal Reference:

20 U.S.C. 1414(d)(7); 34 C.F.R. §§ 300.102, 300.324(d); Cal. Educ. Code, 56040-56041; Cal. Gov. Code, 7579(d); Letter to Yudien, 39 IDELR 270, 103 LRP 37913 (OSEP 2003), (Education Code section 56040(b), 20 U.S.C. section 1412(a) (1) (B) (ii), 34 C.F.R. section 300.102(a) (2).)

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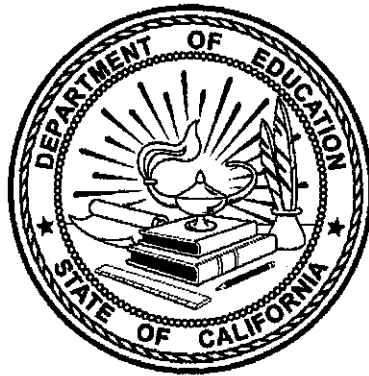
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Projected special education budget funding, revenues, and expenditures by LEAs are specified in **Attachments II–V**. This includes supplemental aids and services provided to meet the needs of students with disabilities as defined by the Individuals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

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

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

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TABLE 1

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

D-1. Special Education Revenue by Source

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

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	36,139,134	58.19%
AB 602 Property Taxes	2,440,758	3.93%
Federal IDEA Part B	8,771,893	14.12%
Federal IDEA Part C		0.00%
State Infant/Toddler		0.00%
State Mental Health	2,959,905	4.77%
Federal Mental Health	734,564	1.18%
Other Projected Revenue	11,063,755	17.81%
Total Projected Revenue:	62,110,009	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)

WorkAbility I, ADR, Regional Center Grant funding as well as General Fund and local contributions.

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

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

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TABLE 2

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

D-4. Total Projected Budget by Object Code

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

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	41,226,264	25.76%
Object Code 2000—Classified Salaries	31,933,209	19.95%
Object Code 3000—Employee Benefits	32,929,088	20.57%
Object Code 4000—Supplies	655,406	0.41%
Object Code 5000—Services and Operations	50,692,441	31.67%
Object Code 6000—Capital Outlay	18,940	0.01%
Object Code 7000—Other Outgo and Financing	2,596,139	1.62%
Total Projected Expenditures:	160,051,487	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:

Excess costs for regionalized programs and charged indirect costs.

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TABLE 3

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

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

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

Revenue Source	Amount	Percentage of Total Funding
Projected State Special Education Revenue	43,109,842	27.38%
Projected Federal Revenue	10,977,157	6.97%
Local Contribution	103,362,984	65.65%
Total Revenue from all Sources:	157,449,983	100.00%

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

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

D-9. Special Education Local Plan Area Allocation Plan

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

The Foothill SELPA distribution of funds model follows the State Allocation Plan and is described in the Annual Allocation Plan document. The SELPA Distributes funds per ADA, using state and federal formulas.

- 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

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adopted policy making process, and resubmitted to the COE and CDE for approval.

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TABLE 4

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

D-10. Regionalized Operations Budget

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

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	1,516,328	45.78%
Object Code 2000—Classified Salaries	347,655	10.50%
Object Code 3000—Employee Benefits	844,390	25.49%
Object Code 4000—Supplies	220,320	6.65%
Object Code 5000—Services and Operations	343,025	10.36%
Object Code 6000—Capital Outlay	15,000	0.45%
Object Code 7000—Other Outgo and Financing	25,436	0.77%
Total Projected Operating Expenditures:	3,312,154	100.00%

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

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

Indirect cost object code 7310

TABLE 5

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

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

D-12. Defined Goals for Students with LI Disabilities

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

YES NO

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

Items are tagged and inventory is kept.

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.

8,409,706

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

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

890,373

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

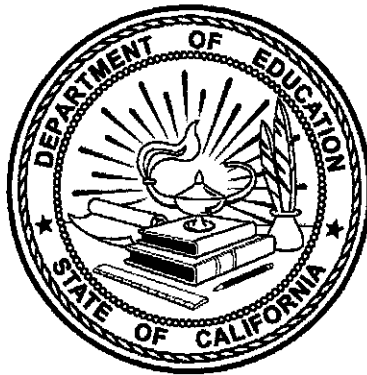
Using the current CDE-approved template provided for Attachment V, enter the SELPA's projected funding allocations to each LEA for the provision of SAS to students with exceptional needs placed in the regular classroom setting and for those who are identified with LI disabilities. Information included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

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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 the child has access to the general curriculum so that they can meet the educational standards with the jurisdiction of the public agency that apply to all children (34 CFR 300.39(b)(3))

Service is Not Currently Provided

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

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

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

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

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

Based on IFSPs, this service is not currently needed. If required, this service would be provided.

- 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.

Based on IFSPs, this service is not currently needed. If required, this service would be provided.

- 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

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related to enhancing the skill development of the child; and working with the child to enhance the child's development.

- 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.

Based on IFSPs, this service is not currently needed. If required, this service would be provided.

- 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.

The Foothill SELPA operates programs for Soley Low Incidence infants. The Regional Center, an agency partner, would provide respite services when needed.

- 340–Intensive Individual Instruction

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

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

- Service is Not Currently Provided*

- 350–Individual and Small Group Instruction

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

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

- Service is Not Currently Provided*

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415–Speech and Language

Service is Not Currently Provided

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

Language and Speech services provide intervention for students 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 volume; fluency; hearing loss; or the acquisition, comprehension or expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language or from environmental, economic or cultural factors are not included.

Services include: specialized instruction and services, monitoring, reviewing, and consultation. Services may be direct or indirect including the use of a speech consultant.

425–Adapted Physical Education

Service is Not Currently Provided

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

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

435–Health and Nursing: Specialized
Physical Health Care

Service is Not Currently Provided

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

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

436–Health and Nursing: Other

Service is Not Currently Provided

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

This includes services that are provided to individuals with exceptional needs by a qualified 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

- 445–Assistive Technology *Service is Not Currently Provided*

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

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

- 450–Occupational Therapy *Service is Not Currently Provided*

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

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

- 460–Physical Therapy *Service is Not Currently Provided*

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

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

510–Individual Counseling

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

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

Service is Not Currently Provided

515–Counseling and Guidance

Service is Not Currently Provided

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

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

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520–Parent Counseling *Service is Not Currently Provided*

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

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

525–Social Worker *Service is Not Currently Provided*

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

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

530–Psychological *Service is Not Currently Provided*

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

These services, provided by a credentialed or licensed psychologist pursuant to an Individualized Education Program (IEP), include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. (CFR Part 300 §300.24). IEP-required psychological services are expected to supplement the regular guidance and counseling program. (34 CFR §300.24; CCR Title 5 §3051.10)

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535–Behavior Intervention

Service is Not Currently Provided

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

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

540–Day Treatment

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

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

Service is Not Currently Provided

545–Residential Treatment

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

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

Service is Not Currently Provided

610–Specialized Service for Low Incidence Disabilities

Service is Not Currently Provided

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

Low incidence services are defined as those provided to the student population of orthopedically impaired (OI), visually impaired (VI), deaf, hard of hearing (HH), or 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

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

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

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

715–Interpreter *Service is Not Currently Provided*

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

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

720–Audiological *Service is Not Currently Provided*

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

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

725–Specialized Vision *Service is Not Currently Provided*

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

This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs, including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills

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(including alternative modes of reading and writing); social, emotional, career, vocational, and independent living skills.

It may include coordination of other personnel providing services to the students (such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff, and others) and collaboration with the student's classroom teacher. (CAC Title 5 §3030(d), EC 56364.1).

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

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

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

735–Braille Transcription *Service is Not Currently Provided*

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.

740–Specialized Orthopedic *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.

745–Reading *Service is Not Currently Provided*

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

Based on IEPs, this service is not currently needed. If required, this service would be provided.

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

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

- 755–Transcription *Service is Not Currently Provided*

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

- 760–Recreation Service, Including Therapeutic Recreation *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.

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

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

- 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.

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

- 840—Career Awareness *Service is Not Currently Provided*

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

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

- 850—Work Experience Education *Service is Not Currently Provided*

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

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

- 855—Job Coaching *Service is Not Currently Provided*

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

This service may be provided by Regional Center or other agencies with which the SELPA and LEAs partner.

- 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.

Based on IEPs, this service is not currently needed. If required, this service would be provided.

- 865—Agency Linkages (referral and placement) *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.

870–Travel and Mobility Training

Service is Not Currently Provided

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

890–Other Transition 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.

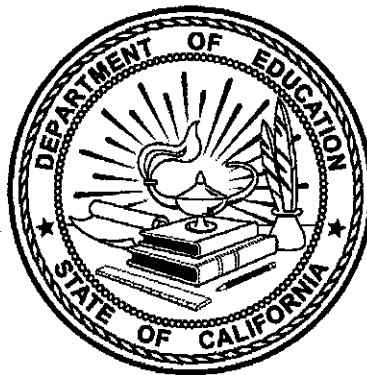
900–Other Related Service

Service is Not Currently Provided

Description of the "Other Related Service"

Qualifications of the Provider Delivering "Other Related Service"

LOCAL PLAN
Attachments
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for ensuring transparency and accountability in financial reporting.

2. The second part of the document outlines the various methods and techniques used to collect and analyze data. It highlights the need for rigorous data collection procedures and the use of appropriate statistical tools to interpret the results.

3. The third part of the document focuses on the challenges and limitations of data analysis. It discusses the potential for bias and error in data collection and the importance of using multiple methods to validate findings. It also addresses the issue of data privacy and security, emphasizing the need for robust safeguards to protect sensitive information.

Attachment I

SELPA:

Fiscal Year:

Attachment I—Local Educational Agency Listing

Participating Local Educational Agency Identification

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

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

To Add or Delete Rows:

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

LEA Membership Changes:

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

SELPA County/District/School Codes

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

Attachment I

SELPA:

Fiscal Year:

Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	19	64337			Burbank Unified School District	Jennifer	Nicholson	818-729-4449	JenniferNicholson@burbankusd.org	<input type="text" value="Previously Reported"/>
	2	19	64568			Glendale Unified School District	Debra	Rinder	818-241-3111	DRiner@gusd.net	<input type="text" value="Previously Reported"/>
	3	19	64659			La Canada Unified School District	Derek	Ihori	818-952-8397	DIhori@LCUSD.net	<input type="text" value="Previously Reported"/>

Attachment II

SELPA:

Fiscal Year:

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

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

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

Attachment II

SELPA:

Fiscal Year:

Attachment II—Projected Special Education Revenue by Local Educational Agency

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
1	Burbank Unified School District	11,319,064	831,306	0	3,227,054	0	1,076,550	172,241	1,570,045	18,196,260
2	Glendale Unified School District	21,625,570	1,394,452	0	4,652,739	0	1,837,355	289,323	1,470,700	31,270,139
3	La Canada Unified School District	3,194,500	215,000	0	892,100	0	46,000	273,000	8,023,010	12,643,610
Totals:		36,139,134	2,440,758	0	8,771,893	0	2,959,905	734,564	11,063,755	62,110,009

Attachment III

SELPA:

Fiscal Year:

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
1	Burbank Unified School District	13,458,627	12,336,933	9,577,828	130,491	16,219,485	0	1,174,578	52,897,942
2	Glendale Unified School District	24,556,647	16,004,401	20,932,585	462,845	31,962,956	18,940	571,561	94,509,935
3	La Canada Unified School District	3,210,990	3,591,875	2,418,675	62,070	2,510,000	0	850,000	12,643,610
Totals:		41,226,264	31,933,209	32,929,088	655,406	50,692,441	18,940	2,596,139	160,051,487

Attachment IV

SELPA:

Fiscal Year:

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
1	Burbank Unified School District	3,399,295	30.97%	14,796,965	34.32%	34,701,682	18,196,260
2	Glendale Unified School District	6,412,762	58.42%	24,857,377	57.66%	60,638,292	31,270,139
3	La Canada Unified School District	1,165,100	10.61%	3,455,500	8.02%	8,023,010	4,620,600
Totals:		10,977,157	100.00%	43,109,842	100.00%	103,362,984	54,086,999

Attachment V

SELPA:

Fiscal Year:

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
1	Burbank Unified School District	0	0
2	Glendale Unified School District	8,409,706	890,373
3	La Canada Unified School District	0	0
Totals:		8,409,706	890,373

Attachment VI

SELPA: Foothill

Fiscal Year: 2024-25

1. [Illegible text]

2. [Illegible text]

3. [Illegible text]

4. [Illegible text]

5. [Illegible text]

6. [Illegible text]

7. [Illegible text]

Attachment VII

SELPA:

Fiscal Year:

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

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

LEA Name	Add or Delete Row	LEA Status	Impacted SELPA Name	Impacted District, Charter, or School Name	Initiating SELPA Notification Date	SELPA Governing Board Notification Date	COE Notification Date	CDE Notification Date	Agreed Upon Effective Fiscal Year
		Delete This Row							<input type="text"/>