

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

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="Santa Clarita Valley SELPA"/>		
Street Address	<input type="text" value="26320 Spirit Court"/>	Zip Code	<input type="text" value="91350"/>
City	<input type="text" value="Santa Clarita"/>	County	<input type="text" value="Los Angeles"/>
Mailing Address	<input type="text" value="26320 Spirit Court"/>		
City	<input type="text" value="Santa Clarita"/>	Zip Code	<input type="text" value="91350"/>
Administrator First Name	<input type="text" value="Tracy"/>	Administrator Last Name	<input type="text" value="Peyton-Perry"/>
Administrator Title	<input type="text" value="SELPA Executive Director"/>		
Administrator's Email	<input type="text" value="tpeyton@hartdistrict.org"/>		
Telephone	<input type="text" value="661-259-0033"/>	Extension	<input type="text" value="741"/>

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="William S. Hart Union High School District"/>		
Street Address	<input type="text" value="21380 Centre Pointe Pkwy"/>	Zip Code	<input type="text" value="91350"/>

Section A: Contacts and Certifications

SELPA

Fiscal Year

City	<input type="text" value="Santa Clarita"/>	County	<input type="text" value="Los Angeles"/>
Contact First Name	<input type="text" value="Mike"/>	Last Name	<input type="text" value="Kuhlman"/>
Contact Title	<input type="text" value="Superintendent"/>		
Email	<input type="text" value="mkuhlman@hartdistrict.org"/>		
Telephone	<input type="text" value="(661) 259-0033"/>	Extension	<input type="text" value="201"/>

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

Add COE

Delete COE

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
-	Santa Clarita Valley SELPA	Tracy Peyton-Perry	Administrator-Spec. Ed.	All
-	Castaic Union School District	Paul Frisina	Administrator-Spec. Ed.	All
-	Newhall School District	Gina Ramallo	Administrator-Spec. Ed.	All
-	Newhall School District	Kelly Stewart	Teacher-Gen. Ed.	Section B
-	Saugus Union School District	Darcie Quinn	Administrator-Spec. Ed.	All

Section A: Contacts and Certifications

SELPA

Fiscal Year

Add	Agency	First and Last Name	Title	Section
<input type="checkbox"/>	Saugus Union School District	K. Demsher	Teacher-Spec. Ed.	Section B
<input type="checkbox"/>	Wm. S. Hart Union High School District	Joanna White	Administrator-Spec. Ed.	All
<input type="checkbox"/>	Wm. S. Hart Union High School District	Jessica Jacquez	Administrator-Spec. Ed.	Section B
<input type="checkbox"/>	Community Advisory Committee	Rachel Villanueva	CAC	All
<input type="checkbox"/>	Santa Clarita Valley SELPA	Malikah Nu-Man	Administrator-Spec. Ed.	All

STEP 5: Certifications

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

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

STEP 6: Electronic Signatures

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

STEP 7: Final Check

- All certifications submitted to the CDE must be electronically signed.
- Local Plan must be submitted to the CDE using the SELPA's assigned Box.com web address.
- In order to facilitate the timely processing, approval, and distribution of SELPA funding, please submit the Local Plan in the original, CDE-approved format. All templates are coded for the CDE's record keeping purposes.

Section A: Contacts and Certifications

SELPA

Fiscal Year

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- Handwritten, scanned, or modified templates remove the coding from the fields and impede the CDE's processing of the Local Plan. In such cases, SELPAs may be required to resubmit handwritten, scanned, or modified Local Plans that are not saved in the original 2022–23 CDE Local Plan Submission template provided, resulting in a delay in approval and funding.

Section A: Contacts and Certifications

SELPA

Fiscal Year

Certification 1

Local Plan Section B: Governance and Administration

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

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

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

Single LEA SELPA Multiple LEA SELPA COE Joined SELPA

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

Fiscal Year

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.

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



California Department of Education
Special Education Division

SELPA Santa Clarita Valley 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 Santa Clarita Valley Special Education Local Plan Area, henceforth referred to as the Santa Clarita Valley SELPA, was formed under the authority of Sections 56195 - 56208, 56240 - 56245 of the State of California Education Code and Title 5, Section 3000, and is the result of the Master Plan for Special Education as approved by the California Department of Education, henceforth referred to as the CDE.

The Santa Clarita Valley SELPA is a multi-district SELPA located in the northern Los Angeles County comprised of the following five local educational agencies (LEAs): Castaic Union School District, Newhall School District, Saugus Union School District, Sulphur Springs Union School District, and William S. Hart Union High School District. The LEAs within Santa Clarita Valley SELPA join together to adopt a plan to assure equal access to special education and services for all eligible individuals with exceptional needs residing in the geographic area served by the Santa Clarita Valley SELPA (SCV SELPA). In adopting the local plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan. Each agency shall provide special education and services to all eligible students within its boundaries. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the LEA of residence programs. Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable federal and state law. Such cooperation ensures that a range of program options is available throughout the SCV SELPA.

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 Santa Clarita Valley SELPA, hereinafter referred to as the local plan, incorporates the management staff from all participating LEAs into the framework that provides direct supervision over all programs and the necessary coordination of regionalized services. The respective governing boards, superintendents, and administration of special education all provide appropriate support to the implementation of the local plan within the LEA. The governance structure of the Santa Clarita Valley SELPA is established by agreement among the governing boards of the member

Section B: Governance and Administration

SELPA Santa Clarita Valley SELPA

Fiscal Year 2024-25

LEAs. It consists of the Superintendent; Council, which reviews and approves all policies, procedures, programs, and fiscal decisions in the implementation of the SELPA local plan, and the Community Advisory Committee (CAC), which serves in an advisory capacity to the SELPA. The Superintendents Council, as the governance council, provides support to the SELPA Administrator 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.

Functions of the Superintendents' Council:

- The Superintendents' Council shall be composed of the superintendent from each participating LEA.
- The Superintendents' Council shall give direction to the SELPA in areas to include, but not be limited to, matters of personnel, budget, policy and contracts.
- Approve amendments to the local plan.
- Ensure equal access to programs and services for all students with disabilities within the SELPA.
- Coordinate and implement the Santa Clarita Valley SELPA local plan.
- Adopt policies for the Santa Clarita Valley SELPA.
- Approve an agreement with Administrative Unit for services.
- Make decisions regarding implementation, administration and operation of regional special education programs and services in accordance with the local plan.
- Provide direction to the SELPA Administrator for regionalized and program specialist services.
- Instruct the SELPA Administrator regarding implementation, administration, and operation of the local plan.
- Review and take action on program transfer requests.
- Provide direction and approval of SELPA budgets.
- Approve interagency agreements.
- Approve the Annual Budget and Service Plan for submission to the state.
- Monitor compliance as required by law.
- Establish and promote a Community Advisory Committee (CAC).

Section B: Governance and Administration

SELPA

Fiscal Year

- Receive recommendations from the CAC, District Special Education Administrators, LEA Boards, and other concerned agencies and individuals.
- Recommend policies to their respective Boards of Education for adoption.
- The Superintendents' Council may establish "ad hoc" committees for specific purposes, as needed.

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.
- Approval of any charter school or LEA's application for LEA status within the SELPA.

Organization of the Superintendents' Council

The Superintendent of each local agency shall serve on the Superintendents' Council of the SELPA. For each charter approved as a LEA by the SELPA, the Chief Executive Officer, President or Chief Administrative Official shall also be a member of the Superintendents' Council. Each agency shall retain the right to have designees and additional support personnel attend the Council meetings.

The Superintendents' Council shall annually select a chairperson. If the chairperson is unable to attend, he/she may delegate another superintendent or designee to chair the meeting. The SELPA Administrator shall perform the duties of secretary. The SELPA Administrator shall prepare the agenda in cooperation with the chairperson. All applicable requirements of law and the agreements incorporated in the plan concerning agendas, public notices, and maintenance of records shall be met. The Superintendents' Council shall meet a minimum of (8) times per year or as deemed necessary.

The Superintendents' Council Voting

- A designee may represent a member of the Superintendents' Council, provided the name and title of the designee is given to the SELPA Administrator in writing prior to the meeting. The designee must have the authority to commit LEA resources or charter school resources.
- A quorum shall consist of three members or designees represented.
- Each member or designee shall have one vote.

Community Advisory Committee (CAC)

The SELPA shall establish a Community Advisory Committee under provisions of the Education Code Section 56190. The SELPA Community Advisory Committee (CAC) serves in an advisory capacity and is comprised of parents of persons with disabilities enrolled in public or private schools within the Santa Clarita Valley SELPA. The CAC may include parents of other pupils enrolled in schools within the Santa Clarita Valley SELPA, pupils and adults with disabilities, regular education teachers, special education

Section B: Governance and Administration

SELPA Santa Clarita Valley SELPA

Fiscal Year 2024-25

teachers, other school personnel within the Santa Clarita Valley SELPA, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs.

Community Advisory Committee Membership

The Community Advisory Committee (CAC) 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. Composition of CAC membership shall be in accordance with EC 56192. The CAC shall be composed of parents of individuals with exceptional needs enrolled in public or private schools, parents of other pupils enrolled in school, pupils and adults with disabilities, regular education teachers, special education teachers and other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs. Each LEA will designate two parent representatives to the CAC. LEAs will collaborate annually before March 31st to determine additional CAC members ensuring representation from each of the groups listed above.

- All interested persons may attend any meeting of the CAC.
- Bylaws have been established and may be located at the SELPA office.

The Superintendents' Council will assure that the make-up of the Committee meets the standards as stated in the California Education Code. The CAC shall consist of not less than 20 or more than 35 members.

The term of office of Community Advisory Committee members shall be two years with additional terms up to eight years maximum. The SELPA Administrator or designee serves as an ex officio member of the CAC and acts as the liaison between the CAC and the Superintendents' Council.

The Community Advisory Committee shall meet at least quarterly, and may meet as frequently as the membership by majority vote determines. The members with the support of the administrators of special education shall carry out the activities of the CAC. Sub committees, special workshops and programs, printed information and community events are a few of the methods utilized.

The committee shall select officers, yearly, in accordance with the bylaws.

Community Advisory Committee Responsibilities

The Community Advisory Committee shall have such authority and fulfill such responsibilities as are defined for it in the local plan. Such responsibilities shall include, but need not be limited to the following:

- Advise the SELPA governance council regarding policy-making and the development, implementation and review of the local plan. The SELPA governance council shall review and consider comments from the CAC.
- Recommend annual priorities to be addressed by the SELPA.
- Assist in parent education and in recruiting parents and other volunteers who may contribute to the

Section B: Governance and Administration

SELPA Santa Clarita Valley SELPA

Fiscal Year 2024-25

implementation of the local plan.

- Encourage community involvement in development and review of the local plan by inviting representative members to participate in SELPA-wide revision committees and by presenting the plan to the membership at large.
- Educate the community regarding issues and public policy impacting special education.
- Support activities on behalf of individuals with exceptional needs through communication with local agencies and physicians.
- Assist in parent awareness of the importance of regular school attendance through educational trainings.
- Support activities on behalf of individuals with exceptional needs through communication with local agencies and physicians.
- Provide in-services and trainings on issues of importance relative to special education to parents, staff and other interested community members based on results of needs assessment and/or requests from CAC membership.

SELPA Administrator's Responsibilities

- Assist the Superintendents' Council, upon request.
- Prepare Superintendents' Council agendas and meeting minutes, distributing in advance of scheduled meetings.
- Coordinate local interagency agreements.
- Maintain copies of all complaints, OCR and due process hearings submitted by district directors.
- Advise Superintendents' Council of any action related to policies and/or procedures, distribution of state or federal funding, and/or program developments.
- Compile data and submit any necessary reports to the County, State and Federal Offices of Education.
- Provide necessary procedures and data to the AU to allocate federal and state funds to the LEAs within the SELPA.
- Provide support to the LEA's of the SELPA in their operation of special education programs and services.
- Coordinate the implementation of the local plan in the following manner:

Section B: Governance and Administration

SELPA

Fiscal Year

- Receive and disburse funds for program specialists as agreed to in local written agreements.
- Maintain the management information system.
- Assist in the coordination of staff development activities.
- Assist in the coordination of the activities of the Community Advisory Committee.
- Assist in the coordination of community resources including the development of local interagency agreements.
- Assist in the development of model policies to recommend to operating agencies for board approval.
- Coordinate SELPA-wide child find activities.
- Assist participating districts in the development of policies and procedures to assure procedural safeguards to individuals with exceptional needs and their parents.
- Participate as an "ad hoc" member to all committees, as appropriate.
- Oversee and monitor LEA data and review submission process.
- Assist in the SELPA-wide special education compliance review.
- Act as liaison with agencies in accordance with adopted interagency agreements.
- Participate in state level SELPA Administrator's Meetings and share information, as appropriate.
- Coordinate, monitor and sign all purchase orders for low incidence materials and equipment.
- Compile data and submit reports for the Annual Budget and Service Plans and other reports, as required.
- Submit any waivers necessary for implementation of the local plan to the State Department of Education.
- May convene and dissolve working committees from the member LEAs in an advisory capacity to the SELPA Administrator in support of the local plan.
- Function as a liaison to the CAC, assist in promoting community involvement and work closely with the committee to develop recommendations to be presented to the SELPA governing board and special education administrators.
- Assist LEAs in mediation and due process hearings.

Section B: Governance and Administration

SELPA Santa Clarita Valley SELPA

Fiscal Year 2024-25

- Coordinate procedures to assist LEAs with NPS/NPA services.
- Coordinate and monitor the SELPA-wide MIS pupil count for submission to CDE.
- Perform other administrative duties as requested by the Superintendents' Council.

In order to implement the local plan, the SELPA Administrator shall be considered a "school official and employee" in regard to access to student records.

Changes in Governance Structure

In the event that there is a need to change the governance structure, the party requesting the change shall notify the Superintendents' Council and the Administrative Unit at least one year and a day in advance of the proposed change. Any changes in governance structure shall be mutually agreed upon by all parties and commence on July 1st of the year following the agreement. Disputes shall be resolved in the manner described in the dispute section of the local plan.

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

The Superintendents' Council, under the direction of their respective elected Governing Boards, shall approve SELPA-wide policies, administrative regulations, procedures, resolutions, local interagency agreements, fiscal decisions, and guidance for the management and implementation of special education programs and services within the SELPA. Input may be received from parents, staff, public and non-public agencies and members of the public at large. The Superintendents' Council shall review the Santa Clarita Valley SELPA local plan and recommend modifications as necessary. SELPA Administrator with the Special Education Administrators of each LEA shall assist the Superintendents' Council with these reviews.

Local board policy of each member LEA of the SELPA shall indicate that the LEA is responsible for educating students with disabilities in the least restrictive environment. Placement in special education programs or services occurs only when the nature or severity of the disability is such that the student's education, even with the use of modifications of the general educational program or use of supplementary aids or programs, cannot be achieved satisfactorily in the general education setting.

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

The SELPA shall submit the local plan to the superintendent of the Los Angeles County Office of Education for approval. If the County Superintendent does not approve the plan, the County office shall return the plan with comments and recommendations to the LEA(s). The LEAs participating in the plan

Section B: Governance and Administration

SELPA

Fiscal Year

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 member districts of the Santa Clarita Valley SELPA select and appoint representatives to the Santa Clarita Valley SELPA Community Advisory Committee (CAC) that are approved to participate by their respective school boards. The 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. 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. At least every three years during the annual budget and service plan process, the Superintendents' Council will review the local plan and determine if changes or amendments to the permanent portion of the local plan may be needed. At that time, any public input and consultation can be provided by anyone including special education and regular education teachers, and administrators selected by the groups they represent as well as parent members of the CAC to ensure information contained within the plan remains relevant and accurate.

Section B: Governance and Administration

SELPA Santa Clarita Valley SELPA

Fiscal Year 2024-25

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 William S. Hart Union High School District has been selected as the Responsible Local Agency (RLA) or the Administrative Unit (AU) for the Santa Clarita Valley SELPA. The William S. Hart Union High School District shall perform the functions of the AU as follows, but not limited to (ED 56195.1(b)(3)):

Serve as the employing agency for personnel who have responsibilities throughout the local plan area. Such personnel will include, but not be limited to, the SELPA Administrator and classified support staff. Employment of such personnel will be in accordance with personnel policies and practices of the William S. Hart Union High School District and procedural employment policies approved by the Superintendents' Council.

- Provide the services of business staff, as needed, to support the business functions of the SELPA and SELPA Administrator.
- Provide administrative and departmental support, including but not limited to purchasing, human resources, information technology, and operations and maintenance.
- Provide technical support for the Management Information System necessary to comply with the requirements of the CDE.
- Provide suitable office and meeting space for both certificated and classified employees of the SELPA.
- Assign staff to carry out the functions required of the AU.
- Establish a separate account for SELPA use. The AU shall not access SELPA funds or accounts for transfer, payment, deduction, or any other activity without specific prior written authorization by the SELPA Administrator.
- Receive and distribute special education funds to accounts exclusively designated for SELPA use.
- Receive and distribute federal and state special education funds as determined by the Superintendents' Council per the SELPA fiscal allocation plan.
- Assure that hearing dates on the annual budget plans are calendared with appropriate notification to participating districts.
- 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

Section B: Governance and Administration

SELPA Santa Clarita Valley SELPA

Fiscal Year 2024-25

requisite matters, as needed to support the local plan.

- Establish appropriate record keeping procedures to be followed by each LEA for the purpose of maintaining accurate fiscal and accounting records in accordance with state and federal requirements, and submit required reports to the appropriate authorities.

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. EC56195.1(b)(c)]

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

10. For multi-LEA local plans, specify:

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

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

- Review of the Santa Clarita Valley SELPA Local Plan for Special Education.
- Designate 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.
- Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the agency.
- Provide input on SELPA policies and procedures through the superintendent of the LEA as needed.
- Enter into contractual agreements with other LEAs participating in the plan for purposes of delivery of services and programs.
- Participate in the governance of the Santa Clarita Valley SELPA through their designated representative to the Governance Council.

Section B: Governance and Administration

SELPA Santa Clarita Valley SELPA

Fiscal Year 2024-25

- Adopt policies and procedures for special education programs and services within their LEAs.
- Appoint representatives to the Community Advisory Committee.
- Ensure LEA compliance with all elements of the local plan.
- Post hearing notices at each school site in the district at least 15 days in advance of the SELPA’s Annual Budget and Service Plan Public Hearing.
- Have the option to appoint a representative as the Board Liaison for Special Education.
- Other responsibilities 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)]

Superintendents of each LEA are responsible to their respective governing boards. The superintendent of each LEA retains responsibility for the administration of programs operated by their LEA. The superintendent shall provide, as necessary, direct support to staff in planning, establishing, and implementing policy decisions.

The LEA Superintendent shall:

- Represent the LEA as a member of the Superintendents' Council.
- Assist in the identification of special education program and service needs for the SELPA through participation on the Superintendents' Council.
- Assure that the provisions of the local plan are implemented in the LEA in compliance with State Education Code and Federal IDEA.
- Approve amendments to the local plan.
- Communicate SELPA information to their governing boards.
- Appoint subcommittees, as necessary.
- Calendar items requiring their local governing board’s approval.
- Direct the activities of the special education administrators in coordinating the administration of the local plan.
- Assure that required student, staffing and/or budget/expenditure data is submitted to the SELPA

Section B: Governance and Administration

SELPA Santa Clarita Valley SELPA

Fiscal Year 2024-25

and/or administrative agency in a timely fashion.

- Assure that appropriate facilities and support services such as transportation are available to meet the needs of students with disabilities residing in the geographical area covered by the local plan.
- In the event that a school district wishes to terminate or expand a program option, the Superintendent of that LEA must notify all other LEA Superintendents of such action a year in advance of the change in program. Any such program change must be reviewed at the Superintendents' Council for possible SELPA implications.
- Recommend the adoption of LEA Special Education policies to their local governing boards.
- Annually recommend to their local governing board the modifications of LEA special education programs, which are necessary to meet the changing needs of the students, to be included in the required Annual Service and Budget Plans, submitted to the SELPA.
- Other responsibilities 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 Administrator shall coordinate 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:

The LEA Superintendents shall direct activities of the administrators of special education in coordinating the administration of the local plan.

The LEA Special Education Administrator shall:

- Make recommendations to the SELPA Administrator for the Superintendents' Council.
- Perform duties as assigned by the Superintendents' Council.
- Operate all special education programs and services in accordance with federal and state laws and regulations.
- Assign staff as required to assist in the development of regionalized services including, but not limited to, child find, referral/placement of students, curriculum development, program review/monitoring, and professional development.
- Monitor facility needs for special education programs.

Section B: Governance and Administration

SELPA

Fiscal Year

- Coordinate SELPA regionalized services with LEA services.
- Coordinate special education services and programs within their agencies and for the implementation of the local plan within their LEAs.
- Assure the maintenance of district programs and services as agreed to in the local plan.
- 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 provide service to students in medical facilities, foster care, or Licensed Child Care Institutes (LCI) pursuant to federal and state law.
- Develop and provide programs and services for all eligible students residing in the LEA including students attending private schools.
- Organize, administer and supervise the activities of the local Special Education Teams and participate in regional Team meetings, as required.
- Organize the activities of the Resource Specialist Program (RSP) and assure that the programs comply with the provisions pursuant to EC 56362.
- Ensure participation in state and district-wide assessments.
- Ensure equal access to all programs within the SELPA for students with disabilities by utilizing the same management information systems, forms, procedures, and guidelines as all other LEAs within the Santa Clarita Valley SELPA.
- Accept all students with disabilities appropriately referred to regionalized programs across LEAs.
- Assure the availability of programs as needed.
- Assure that required information, reports and necessary waivers are submitted to the SELPA Administrator in a timely fashion.
- Collect and complete state and federal report requirements in a timely manner, including California Longitudinal Pupil Achievement Data System (CALPADS) submissions.
- Gather and submit all data required by the SELPA, LACOE, the California Department of Education and the federal government.
- Coordinate and prepare for state or federal compliance reviews and monitor corrective actions.
- Monitor and correct findings from compliance reviews, Office of Civil Rights (OCR) compliance investigations, due process hearings and/or complaint procedures.

Section B: Governance and Administration

SELPA Santa Clarita Valley SELPA

Fiscal Year 2024-25

- Implement and monitor any corrective action findings for all monitoring and review activities.
- Respond to compliance and due process complaints and implement required corrective actions, if needed.
- Submit to the SELPA Administrator, copies of all monitoring activities and reviews, Office of Civil Rights, due process, and state-level compliance findings which have SELPA-wide implications;
- Recruit candidates for the Community Advisory Committee.
- Serve as liaison with the Community Advisory Committee to ensure two-way communication.
- Provide materials and orientation to Community Advisory Committee representatives appointed by the Board of Education.
- Plan, coordinate and monitor the staff development activities of the SELPA to ensure implementation.
- Attend Board of Education meetings as a resource person, as needed.
- Assist in the coordination of community resources including the implementation of interagency agreements.
- Perform other responsibilities 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 Administrator and staff.

- The SELPA Administrator is selected by a panel of superintendents from a list of candidates provided by AU's personnel office. The AU Superintendent shall evaluate the SELPA Administrator in accordance with the AU's personnel practices with written input from the Superintendents' Council and district special education administrators.
- The SELPA Administrator shall act as a liaison between the various levels of governance within the SELPA. She/he will coordinate and monitor all of the responsibilities of the Administrative Unit as outlined in the Administrative Unit Agreement.
- The SELPA Administrator oversees the recruitment, supervision and evaluation of SELPA staff.

Section B: Governance and Administration

SELPA Santa Clarita Valley SELPA

Fiscal Year 2024-25

- The individual LEAs will provide representation in 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)]

The governing boards of the local education agencies participating in the SELPA have agreed that students with disabilities will be provided with appropriate special education services. The Superintendents' Council has been designated the authority to determine the distribution of all federal and state special education funds in order for local education agencies to carry out their responsibilities.

All federal and state special education funds shall be allocated to the SELPA for distribution to member LEAs according to an approved Special Education Funding Allocation Plan. It shall be the sole decision of the Superintendents' Council regarding any changes to the allocation of federal and state special education funds. The SELPA Administrator is responsible to ensure that the funds are distributed in accordance with the 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 accounts.
- Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.

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

The SELPA Administrator 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 CDE, the SELPA Administrator provides information to ensure that all special education pupils receive appropriate due process and procedural safeguards as provided by law.

Specific duties of the RLA/AU:

- The RLA/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.

Section B: Governance and Administration

SELPA Santa Clarita Valley SELPA

Fiscal Year 2024-25

- Approve contractual agreements for the Santa Clarita Valley Special Education Local Plan Area which meet the requirements of EC 56200.
- Serve as the employing agency for personnel who have responsibilities throughout the Local Plan Area. Such personnel will include but not be limited to the SELPA Administrator and classified support staff. Employment of such personnel will be in accordance with personnel policies and practices of the William S. Hart Union High School District and procedural employment policies approved by the Superintendents' Council.
- Hold a public hearing on the SELPA's annual budget and service plan and adopt the plans at that hearing, once each year.
- Approve written agreements for regionalized services.
- Approve SELPA policies, which affect William S. Hart Union High School District's role as Administrative Unit.

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

- Coordinate implementation of all components of the local plan.
- Prepare and submit approved annual budget and service plans.
- Ensure appropriate use of federal, state, and local funds allocated for special education.
- Prepare program and fiscal reports required by the LEAs, SELPA, and the California Department of Education.
- Meet with LEA program and business staff regarding special education program needs, policies, procedures, agreements, and forms.
- Develop and maintain interagency agreements with appropriate public agencies to ensure a full range of special education programs and services;
- Provide LEA program staff with a venue for sharing ideas regarding issues such as IEP development and implementation, curriculum scope and sequence, student performance targets, assessments, instructional best practices, and day-to-day operations.
- Act as a liaison between and among the SELPAs, the California Department of Education, Governance Council, Greater Los Angeles Area SELPAs (GLAAS), the Community Advisory Committee, Local Plan Committee, U.S. Department of Education Office of Special Education Programs, and elected government officials to assist with information dissemination and ensure compliance and implementation of the local plan.
- Adopt and implement a management information system.

Section B: Governance and Administration

SELPA Santa Clarita Valley SELPA

Fiscal Year 2024-25

- Provide technical assistance and consultation to LEAs in all areas of special education, including complaint and due process procedures.
- Coordinate, schedule, and attend meetings of the Superintendents' Council, Community Advisory Council, and other SELPA Committees.
- Provide technical assistance to the LEAs with non-public schools and agencies, including distribution of the Master Contract and rates.
- Inform the superintendents of the status of the special education programs.
- Inform the superintendents of significant special education updates from the local, state and federal level.
- Serve as Secretary to the Superintendents' Council to include preparation and distribution of agendas, minutes, and materials.
- Review, provide feedback, and certify LEA CALPADS data.
- Oversee the recruitment, supervision, and evaluation of SELPA staff.

Duties of the LEA include, but are not limited to:

- Coordinate and conduct 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.
- Identify and serve students in medical facilities, foster care, or Licensed Children's Institute (LCI) pursuant to federal and state law.
- Ensure participation 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/procedures.
- Respond to compliance and due process complaints and implement the decisions of compliance investigations or due process hearings.
- Utilize the same management information system, forms, procedures and guidelines as all other districts within the SELPA.
- Collect and complete state and federal report requirements; including California Longitudinal Pupil

Section B: Governance and Administration

SELPA Santa Clarita Valley SELPA

Fiscal Year 2024-25

Achievement Data System (CALPADS) reports, self-reviews, and verification reviews.

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

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

The SELPA Administrator or designee shall be responsible to monitor on an annual basis the appropriate use of all funds allocated for special education programs. Final determination, monitoring and action regarding the appropriate use of special education funds shall be made through the required annual maintenance of effort reports and Annual Budget Plan submitted to the CDE.

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

Funds allocated for special education programs shall be used for services to students with disabilities. Federal funds under Part B of IDEA may be used for the following activities:

- For the costs of special education, related services, supplementary aids and services provided in a general education class or other education-related setting, to a child with a disability in accordance with the IEP for the child, even if one or more non-disabled children benefit from these services.
- To develop and implement a fully integrated and coordinated services system.

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

The Santa Clarita Valley SELPA serves all students, ages 0-21, who are identified as individuals with exceptional needs, including those identified as having “low incidence” disabilities. The SELPA Low Incidence Committee shall be responsible for ensuring LEAs follow the SELPA Low Incidence Disability Guidelines.

Specialized equipment and services will be provided at the site where the Individualized Education

Section B: Governance and Administration

SELPA

Fiscal Year

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 pupils' 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 and in alignment with federal and state law.

Low Incidence funds may be used for all pupils with low incidence disabilities as defined in law (hearing impairments, visual impairments, severe orthopedic impairments or any combination thereof) 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 SELPA Fiscal Allocation Plan outlines the distribution of the low incidence funds.

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 to be enrolled in that LEA, whichever occurs first (EC 56040.3).

Policies, Procedures, and Programs

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

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

Policy/Procedure Number:

Document Title:

Section B: Governance and Administration

SELPA

Fiscal Year

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 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:

Section B: Governance and Administration

SELPA

Fiscal Year

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

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

Section B: Governance and Administration

SELPA

Fiscal Year

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:

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:

Section B: Governance and Administration

SELPA

Fiscal Year

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Section B: Governance and Administration

SELPA

Fiscal Year

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

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

Section B: Governance and Administration

SELPA

Fiscal Year

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Section B: Governance and Administration

SELPA

Fiscal Year

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

Section B: Governance and Administration

SELPA

Fiscal Year

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

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

Yes No

Section B: Governance and Administration

SELPA

Fiscal Year

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)

Policy/Procedure Number:

Document Title:

Section B: Governance and Administration

SELPA

Fiscal Year

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:

Document Location:

SELPA Santa Clarita Valley SELPA

Fiscal Year 2024-25

Description:

Direct Instructional support provided by the program specialist:

- SELPA program specialists work under the direction of the SELPA Administrator to support the coordination and implementation of the local plan through their support of regionalized programs and member LEAs, as requested. LEA program specialists support the coordination of the SELPA and the implementation of the local plan through collaboration amongst member LEAs, including the support and operation of Regionalized Programs.

Role of the RLA/AU:

- See Administrative Unit Agreement by and between the Santa Clarita Valley SELPA and the William S. Hart Union High School District;
- Receives and maintains accountability for fiscal and accounting records in accordance with federal and state requirements and submitting reports to appropriate authorities.

Role of the Administrator of the SELPA:

- 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 is available in order to provide a free and appropriate public education to all students with disabilities for whom they are responsible;
- Will support the continuum of services that exist within the SELPA through their support of Regionalized Programs;
- Through their Superintendent's participation on the Superintendents' Council, will review and approve policies and procedures to implement the local plan.

2. Coordinated system of identification and assessment:

Document Title: Administration of Regionalized Operations and Services Guidelines

Section B: Governance and Administration

SELPA Santa Clarita Valley SELPA

Fiscal Year 2024-25

Document Location:	Santa Clarita Valley SELPA Office 26320 Spirit Court, Santa Clarita Valley CA 91350
Description:	<p><u>Direct Instructional support provided by the program specialist:</u></p> <ul style="list-style-type: none">• Observes, consults, and assists service providers and member LEAs to support the coordination of identification and assessment. <p><u>Role of the RLA/AU: N/A</u></p> <p><u>Role of the Administrator of the SELPA:</u></p> <ul style="list-style-type: none">• Ensure each LEA conducts child-find activities;• Provides technical support to LEAs and guidance to parents, as needed;• Supports child-find activities at a regional and county level, including facilitation of public notices;• Participates in child-find activities established by the LEAs and ensures appropriate interagency agreements are in place. <p><u>Role of the individual LEAs:</u></p> <ul style="list-style-type: none">• Identifies and assesses all students for whom they are responsible.

3. Coordinated system of procedural safeguards:

Document Title:	Administration of Regionalized Operations and Services Guidelines
Document Location:	Santa Clarita Valley SELPA Office 26320 Spirit Court, Santa Clarita Valley CA 91350
	<p><u>Direct Instructional support provided by the program specialist:</u></p> <ul style="list-style-type: none">• Supports LEAs by coordinating training in alternate dispute resolution proactive strategies;• Assists parents with accessing information related to filing complaints with the CDE and/or Office of Administrative Hearings when requested;• Assures procedural safeguards are in place by providing technical assistance and guidance on forms and procedures to LEAs in the areas related to assessment, identification, and placement. <p><u>Role of the RLA/AU: N/A</u></p> <p><u>Role of the Administrator of the SELPA:</u></p> <ul style="list-style-type: none">• Utilizes the use of a Facilitated IEP process to assist both LEAs and

Section B: Governance and Administration

SELPA Santa Clarita Valley SELPA

Fiscal Year 2024-25

Description:

parents to resolve conflicts;

- Assists parents with explanation and guidance on their rights and procedural safeguards;
- Answers parent questions related to filing complaints with the CDE and/or Office of Administrative hearings;
- Provides guidance to LEAs on procedural safeguards;
- Assures procedural safeguards are in place by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, and placement;
- Posts procedural safeguards on the website.

Role of the individual LEAs:

- Provides procedural safeguards to parents consistent with the education code and ensures that the safeguards are implemented;
- Assists parents in understanding of procedural safeguards;
- Assists LEAs with filing a complaint with CDE and/or the Office of Administrative Hearing when requested;
- Utilizes alternative dispute resolution processes whenever possible and as applicable;

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

Document Title: Administration of Regionalized Operations and Services Guidelines

Document Location: Santa Clarita Valley SELPA Office
26320 Spirit Court, Santa Clarita Valley CA 91350

Direct Instructional support provided by the program specialist:

- The program specialist will support parent education and staff development, program development, and innovative methods and approaches within the SELPA.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA:

Section B: Governance and Administration

SELPA Santa Clarita Valley SELPA

Fiscal Year 2024-25

Description:

- On an annual basis, input is collected from the Special Education Administrators from member LEAs and staff to determine the staff development needs that SELPA is requested to provide;
- On an annual basis, the Community Advisory Committee will provide input on the parent and guardian educational needs;
- The SELPA Administrator or designee will coordinate and/or provide needed training and support as requested or determined appropriate for each member LEA.

Role of the individual LEAs:

- Will determine their staff development and parent/guardian educational needs based on their local needs;
- Will seek assistance and professional development from the SELPA as needed;
- LEAs operating Regionalized Programs will ensure program staff receives appropriate professional development.

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

Document Title:

Administration of Regionalized Operations and Services Guidelines

Document Location:

Santa Clarita Valley SELPA Office
26320 Spirit Court, Santa Clarita Valley CA 91350

Description:

Direct Instructional support provided by the program specialist:

- The program specialist will coordinate curriculum development, resources, and technical assistance to LEAs when requested in the SELPA.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA:

- Provide technical assistance and professional development as requested or determined appropriate for member LEAs.

Role of the individual LEAs:

- Individual LEAs will determine their needs for curriculum development

Section B: Governance and Administration

SELPA Santa Clarita Valley SELPA

Fiscal Year 2024-25

and alignment with the core curriculum based on their local needs;

- Seek technical assistance and professional development from the SELPA when needed.

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

Document Title: Administration of Regionalized Operations and Services Guidelines

Document Location: Santa Clarita Valley SELPA Office
26320 Spirit Court, Santa Clarita Valley CA 91350

Description:

Direct Instructional support provided by the program specialist:

- When requested, the program specialist will assist LEAs in evaluating the effectiveness of programs for students with disabilities.

Role of the RLA/AU:

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

Role of the Administrator of the SELPA:

- Reviews Annual Performance Reports, California School Dashboard, and other data sources with LEA administrators;
- Reviews Annual Budget Plan by Superintendents, CAC, and other interested parents, community, or educational groups;
- Reviews Annual Service Plan by Superintendents, CAC, and other interested parents, community or educational groups;
- Review the SELPA Fiscal Allocation Plan with the Superintendents to ensure appropriate distribution of funds.

Role of the individual LEAs:

- Reviews and monitors Annual Performance Reports, California School Dashboard, and other data sources to ensure students with disabilities receive free appropriate public education;
- Engages in monitoring activities as required by the CDE;
- Will review and address performance, compliance, and accountability

Section B: Governance and Administration

SELPA

Fiscal Year

7. Coordinated system of data collection and management:

Document Title:

Document Location:

Description:

8. Coordination of interagency agreements:

Document Title:

Section B: Governance and Administration

SELPA Santa Clarita Valley SELPA

Fiscal Year 2024-25

Document Location: 26320 Spirit Court, Santa Clarita Valley CA 91350

Description:

Direct Instructional support provided by the program specialist:
•The LEA program specialists, including those in Regionalized Programs, will work collaboratively with the SELPA to support the coordination of interagency agreements.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA:

- Reviews, revises, or develops interagency agreements as required to implement the plan;
- Ensures that interagency agreements are in place as required by the California Education Code and provides technical assistance and dispute resolution as needed.

Role of the individual LEAs:

- Through the representation of the Superintendents' Council and/or at the discretion of the SELPA, LEAs will approve and implement interagency agreements as appropriate.

9. Coordination of services to medical facilities:

Document Title: Administration of Regionalized Operations and Services Guidelines

Document Location: Santa Clarita Valley SELPA Office
26320 Spirit Court, Santa Clarita Valley CA 91350

Description:

Direct Instructional support provided by the program specialist:

- Provides technical assistance to LEAs, when requested, to ensure that students have full educational opportunities regardless of district of special education accountability.

Role of the RLA/AU: NA

Role of the Administrator of the SELPA:

- Facilitates the coordination of services to students in medical facilities within the geographic area of the SELPA and by the designated LEAs.

Role of the individual LEAs:

- Takes educational responsibility for individuals with exceptional needs who are placed in a public hospital, state-licensed children's hospital, psychiatric hospital, a proprietary hospital, or a health facility for

Section B: Governance and Administration

SELPA Santa Clarita Valley SELPA

Fiscal Year 2024-25

medical purposes within the geographic area of the LEA.

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

Document Title: Administration of Regionalized Operations and Services Guidelines

Document Location: Santa Clarita Valley SELPA Office
26320 Spirit Court, Santa Clarita Valley CA 91350

Description:

Direct Instructional support provided by the program specialist:

- Provides technical assistance to LEAs, when requested, to ensure that students have full educational opportunities regardless of district of special education accountability.

Role of the RLA/AU: NA

Role of the Administrator of the SELPA:

- Facilitates the coordination of services to students in licensed children's institutions and foster homes within the geographic area of the SELPA and by the designated LEAs.

Role of the individual LEAs:

- Taking responsibility for special education services for students with disabilities residing in foster family homes or licensed children's institutions shall be the responsibility of the LEA in which the foster family home or the licensed children's institution is located unless, based on the education code, there is another district of special education accountability which would be responsible.

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

Document Title: Administration of Regionalized Operations and Services Guidelines

Document Location: Santa Clarita Valley SELPA Office
26320 Spirit Court, Santa Clarita Valley CA 91350

Direct Instructional support provided by the program specialist: N/A

Role of the RLA/AU:

- Completes required accountability and fiscal reports on behalf of the SELPA.

Section B: Governance and Administration

SELPA Santa Clarita Valley SELPA

Fiscal Year 2024-25

Description:

Role of the Administrator of the SELPA:

- Ensure preparation and timely submission of required reports;
- Provides technical assistance to LEAs in completing said reports.

Role of the individual LEAs:

- Submits 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 Regionalized Operations and Services Guidelines

Document Location:

Santa Clarita Valley SELPA Office
26320 Spirit Court, Santa Clarita Valley CA 91350

Description:

Direct Instructional support provided by the program specialist:

- Provides logistical support to the CAC.

Role of the RLA/AU:

- Will approve those expenses deemed appropriate and approved by the Superintendents' Council and/or SELPA Administrator.

Role of the Administrator of the SELPA:

- Provides fiscal and logistical support for CAC meetings, events, and trainings approved by the Superintendents' Council when required.

Role of the individual LEAs:

- The LEA superintendents, through the Superintendents' Council, will ensure that the SELPA has appropriate fiscal and logistical support for the CAC.
- LEA Special Education administrators shall facilitate communication between their CAC representative and their LEA.

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

Document Title:

Administration of Regionalized Operations and Services Guidelines

Section B: Governance and Administration

SELPA

Fiscal Year

Document Location:	Santa Clarita Valley SELPA Office 26320 Spirit Court, Santa Clarita Valley CA 91350
Description:	<p><u>Direct instructional support provided by the program specialist:</u> N/A</p> <p><u>Role of the RLA/AU:</u> N/A</p> <p><u>Role of the Administrator of the SELPA:</u></p> <ul style="list-style-type: none">• The SELPA will provide technical assistance as requested. <p><u>Role of the individual LEAs:</u></p> <ul style="list-style-type: none">• 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 Regionalized Operations and Services Guidelines
Document Location:	Santa Clarita Valley SELPA Office 26320 Spirit Court, Santa Clarita Valley CA 91350
Description:	<p><u>Direct instructional support provided by the program specialist:</u></p> <ul style="list-style-type: none">• Supports professional development, program development, and innovation of special methods and approaches;• Collaborates with outside agencies to support transition, as needed or requested. <p><u>Role of the RLA/AU:</u> N/A</p> <p><u>Role of the Administrator of the SELPA:</u></p> <ul style="list-style-type: none">• Provides professional development and technical assistance, as needed or requested;• Ensures appropriate interagency agreements are in place and facilitates connection to agencies, as appropriate. <p><u>Role of Individual LEAs:</u></p> <ul style="list-style-type: none">• Provides appropriate career and vocational education and transition services as required under state and federal law, as appropriate;• Coordinates with local agencies (e.g., Regional Center and Department of Rehabilitation).

Section B: Governance and Administration

SELPA Santa Clarita Valley SELPA

Fiscal Year 2024-25

15. Assurance of full educational opportunity:

Document Title: Administration of Regionalized Operations and Services Guidelines

Document Location: Santa Clarita Valley SELPA Office
26320 Spirit Court, Santa Clarita Valley CA 91350

Description: Direct instructional support provided by the program specialist:

- Provides technical assistance to LEAs, when requested, to ensure that students have full educational opportunities regardless of district of special education accountability.

Role of the RLA/AU: NA

Role of the Administrator of the SELPA:

- Ensures through approval of the Annual Service Plan that the full continuum of services is provided;
- Assists with Inter/Intra-SELPA Fiscal Agreements, as needed;
- Provides professional development and technical assistance, upon request or as determined needed by the SELPA, for LEAs and/or nonpublic schools.

Role of the individual LEAs:

- Determines, through their representative to the Superintendents' Council, the regional programs required to meet the needs of the students with disabilities within the SELPA;
- Provides 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 Regionalized Operations and Services Guidelines

Document Location: Santa Clarita Valley SELPA Office
26320 Spirit Court, Santa Clarita Valley CA 91350

Direct instructional support provided by the program specialist: N/A

Role of the RLA/AU:

- Collaborates with the SELPA to ensure that the distribution of funds is

Section B: Governance and Administration

SELPA Santa Clarita Valley SELPA

Fiscal Year 2024-25

Description:

in alignment with the Funding Allocation Plan. Takes responsibility for functions including, but not limited to:

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

Role of the Administrator of the SELPA:

- Ensures that the distribution and allocation of funds to member LEAs is in alignment with the Funding Allocation Plan;
- Reviews, monitors, and submits required fiscal reports as identified by the California Department of Education;
- Reviews and submits the Annual Budget Plan.

Role of the individual LEAs:

- Determines and approves through representation to the Superintendents' Council the allocation of funds to the member LEAs and the Annual Budget Plan;
- Submits required fiscal reports as required by state and federal law.

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

Document Title: Administration of Regionalized Operations and Services Guidelines

Document Location: Santa Clarita Valley SELPA Office
26320 Spirit Court, Santa Clarita Valley CA 91350

Direct instructional support provided by the program specialist:

Under the direction of the SELPA Administrator, provides instructional program support, which shall include, but are not limited to:

- Conducts observations, consults with, and assists special and general education staff, administrators, and parents regarding appropriate services for students with disabilities;
- Participates and provides technical support in program development;

Section B: Governance and Administration

SELPA Santa Clarita Valley SELPA

Fiscal Year 2024-25

Description:

- Coordinates curricular resources and takes leadership in ensuring the use of appropriate instructional methods, strategies, interventions, and resources are utilized;
- Facilitates the development and implementation of staff development and parent education activities.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA:

- Supervises and evaluates the SELPA program specialist;
- Provides training and guidance to the program specialist, as needed.

Role of the individual LEAs:

- The program specialist(s) will provide direct instructional support to LEAs in order to ensure students have access to a full continuum of Special Education and Related Services.

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 Area Services Guidelines

Document Location: Santa Clarita Valley SELPA Office
26320 Spirit Court, Santa Clarita Valley CA 91350

Saugus Union School District is the district of operation for the SELPA Early Start services for all member Local Educational Agencies (LEAs). The SELPA Early Start Program serves all solely low incidence disabilities (visually, hearing, or orthopedically impaired) identified children from birth to 3 years of age, providing service coordination and special education and related services. The Santa Clarita Valley SELPA Early Start Program and member LEAs will make timely referrals to the Regional Center for potentially eligible infants and toddlers with additional needs. The Santa Clarita Valley SELPA Early Start Program is committed to providing procedural safeguards to families of infants and toddlers with disabilities as mandated by state and federal law. Parent rights are given to all families with Assessment Plan and all Individual Family Service Plan (IFSP) meetings.

Section B: Governance and Administration

SELPA Santa Clarita Valley SELPA

Fiscal Year 2024-25

Description:

See Memorandum of Understanding between the Santa Clarita Valley SELPA and the North Los Angeles County Regional Center related to services for children aged birth to three years.

For students age three through five, each LEA is responsible for providing services to eligible students for whom they are the district of special education accountability. Along with Early Start Part C to Part B transition referrals from the SELPA Early Start Program and North Los Angeles County Regional Center, referrals for students age three through five 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.

Preschool special education services are provided to students with IEPs in a variety of ways according to LEA procedures. Some LEAs offer individual and small group instruction in special education class settings. Trans-disciplinary teams share their expertise, working with 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 three through five-year-old preschoolers with disabilities are enrolled in state preschool programs or Head Start as part of their IEP and receive special education and related services to support progress in that setting.

For a listing of programs and/or services for children aged three 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 Area Services Guidelines
Document Location:	Santa Clarita Valley SELPA Office 26320 Spirit Court, Santa Clarita Valley CA 91350
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 Administrator, and/or the CAC.

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

Section B: Governance and Administration

SELPA Santa Clarita Valley SELPA

Fiscal Year 2024-25

provision, and the other governance activities specified within the local plan:

Document Title: Special Education Local Plan Area Services Guidelines

Document Location: Santa Clarita Valley SELPA Office
26320 Spirit Court, Santa Clarita Valley CA 91350

Description:

The Santa Clarita Valley SELPA Superintendents' Council is the policy-making entity of the SELPA. In the event of a disagreement between the local educational agencies; between local educational agencies and the Administrative Unit; between 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 governing board of last resort. This process is intended to resolve disagreements within a period of 60 days, but is not intended to undermine local authority.

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

Procedures for billing of unreimbursed costs are addressed in the Regional Program agreements approved by each district in the SELPA and are on file in the Santa Clarita Valley SELPA Office. This contract has a Resolution Agreement which differs from the one described above.

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:

Section B: Governance and Administration

SELPA Santa Clarita Valley SELPA

Fiscal Year 2024-25

Document Title:	Special Education Local Plan Area Services Guidelines
Document Location:	Santa Clarita Valley SELPA Office 26320 Spirit Court, Santa Clarita Valley CA 91350
Description:	Each LEA shall ensure that a student is referred for special educational instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. Such resources may include, but not be limited to, response to intervention models, multi-tiered system of support models, student success teams (SST), early literacy programs, and remedial programs.

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

Document Title:	Special Education Local Plan Area Services Guidelines
Document Location:	Santa Clarita Valley SELPA Office 26320 Spirit Court, Santa Clarita Valley CA 91350
Description:	<p>Nonpublic, nonsectarian school (NPS) means a private, nonsectarian school that enrolls individuals with exceptional needs pursuant to an IEP and is certified by the CDE. The LEA may contract with the NPS when no public education program is available, as determined by the IEP team.</p> <p>The LEA, or SELPA on behalf of the LEA, shall oversee and evaluate all placements in nonpublic, nonsectarian schools. The LEA, or SELPA on behalf of the LEA, shall do the following:</p> <ul style="list-style-type: none">• 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 in which the LEA has a pupil attending and which it maintains a master contract. The monitoring visit shall include:<ul style="list-style-type: none">• 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;

Section B: Governance and Administration

SELPA Santa Clarita Valley SELPA

Fiscal Year 2024-25

- A walk-through of the facility;
- The on-site monitoring visit shall be documented in a report to be submitted to the CDE within 60 calendar days of the visit.

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

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

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

Document Title: Special Education Local Plan Area Services Guidelines

Document Location: Santa Clarita Valley SELPA Office
26320 Spirit Court, Santa Clarita Valley CA 91350

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*).

The LEAs of the SELPA shall:

- Seek out eligible adults residing within its boundaries;

Section B: Governance and Administration

SELPA

Fiscal Year

Description:

- Review and revise IEPs as necessary, including conducting annual reviews;
- Determine whether the qualified individual wishes to receive FAPE and if so ensure FAPE is provided with consent.

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

- Eligible individuals are exempt from:
 - State and LEA-wide assessment programs
 - Transition Planning and transition services

IEP team may modify the individual's IEP or placement notwithstanding the least restrictive environment requirement if there is a security or compelling penological interest that cannot otherwise be accommodated.

SELPA

Fiscal Year

Certification 3: County Office of Education

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

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

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

Yes No

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

Yes No

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).

SELPA

Fiscal Year

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

Fiscal Year

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

Authorized Signature

COE Superintendent

Date

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

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

SELPA

Fiscal Year

Certification 5: Local Educational Agency

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LEA

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

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

SELPA

Fiscal Year

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

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

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3. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

Authorized Signature

LEA Superintendent/Chief Administrator

Date

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

SELPA

Fiscal Year

Certification 5: Local Educational Agency

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

SELPA

Fiscal Year

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Authorized Signature

LEA Superintendent/Chief Administrator

Date

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

SELPA

Santa Clarita Valley SELPA

Fiscal Year

2024-25

Certification 5: Local Educational Agency

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LEA

Saugus Union School District

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

SELPA

Fiscal Year

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

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3. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

Authorized Signature

LEA Superintendent/Chief Administrator

Date

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

SELPA

Fiscal Year

Certification 5: Local Educational Agency

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

SELPA

Santa Clarita Valley SELPA

Fiscal Year

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

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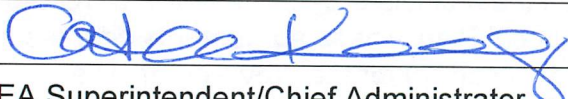
www.sssd.k12.ca.us

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Authorized Signature



LEA Superintendent/Chief Administrator

5-23-24

Date

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

SELPA

Fiscal Year

Certification 5: Local Educational Agency

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LEA

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

SELPA

Fiscal Year

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3. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

Authorized Signature

LEA Superintendent/Chief Administrator

Date

2024-2025 Annual Budget Plan

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

Local Plan Section D: Annual Budget Plan

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

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

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

SELPA

Fiscal Year

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	<input type="text" value="36,476,034"/>	75.61%
AB 602 Property Taxes	<input type="text" value="2,473,140"/>	5.13%
Federal IDEA Part B	<input type="text" value="9,101,544"/>	18.87%
Federal IDEA Part C	<input type="text" value="190,425"/>	0.39%
State Infant/Toddler	<input type="text"/>	0.00%
State Mental Health	<input type="text"/>	0.00%
Federal Mental Health	<input type="text"/>	0.00%
Other Projected Revenue	<input type="text"/>	0.00%
Total Projected Revenue:	48,241,143	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)

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

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

Section D: Annual Budget Plan

SELPA

Fiscal Year

TABLE 2

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

D-4. Total Projected Budget by Object Code

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

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	<input type="text" value="44,172,056"/>	31.57%
Object Code 2000—Classified Salaries	<input type="text" value="31,654,208"/>	22.62%
Object Code 3000—Employee Benefits	<input type="text" value="34,322,034"/>	24.53%
Object Code 4000—Supplies	<input type="text" value="4,379,471"/>	3.13%
Object Code 5000—Services and Operations	<input type="text" value="19,677,292"/>	14.06%
Object Code 6000—Capital Outlay	<input type="text" value="111,367"/>	0.08%
Object Code 7000—Other Outgo and Financing	<input type="text" value="5,595,795"/>	4.00%
Total Projected Expenditures:	139,912,224	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:

Regional program excess costs from other districts and Indirect costs.

Section D: Annual Budget Plan

SELPA Santa Clarita Valley

Fiscal Year 2024-25

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	38,949,174	27.84%
Projected Federal Revenue	9,291,969	6.64%
Local Contribution	91,671,081	65.52%
Total Revenue from all Sources:	139,912,224	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 AB602 funding entitlement is allocated based on a 70/30 utilizing the current year ADA for 70% and prior year Special Education Pupil Count for the 30%. The SELPA AU budget amount is deducted from the base entitlement and remaining amount for distribution to the member LEA's via the 70-30 split.

- 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

Section D: Annual Budget Plan

SELPA

Fiscal Year

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

Section D: Annual Budget Plan

SELPA

Fiscal Year

TABLE 4

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

D-10. Regionalized Operations Budget

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

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	<input type="text" value="319,785"/>	36.39%
Object Code 2000—Classified Salaries	<input type="text" value="163,822"/>	18.64%
Object Code 3000—Employee Benefits	<input type="text" value="182,183"/>	20.73%
Object Code 4000—Supplies	<input type="text" value="24,000"/>	2.73%
Object Code 5000—Services and Operations	<input type="text" value="189,032"/>	21.51%
Object Code 6000—Capital Outlay	<input type="text" value="0"/>	0.00%
Object Code 7000—Other Outgo and Financing	<input type="text" value="0"/>	0.00%
Total Projected Operating Expenditures:	878,822	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.

SELPA

Fiscal Year

TABLE 5

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

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

D-12. Defined Goals for Students with LI Disabilities

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

YES NO

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

D-13. Total Projected Expenditures for Supplemental Aids and Services in the Regular Classroom and for Students with LI Disabilities

Enter the projected expenditures budgeted for Supplemental Aids and Services (SAS) disabilities in the regular education classroom.

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

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

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

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

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

LOCAL PLAN
Attachments
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

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Attachment I

SELPA: Santa Clarita Valley

Fiscal Year: 2024-25

Attachment I—Local Educational Agency Listing

Participating Local Educational Agency Identification

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

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

To Add or Delete Rows:

To add or delete table rows, select the "plus" or "minus" buttons below. 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: Santa Clarita Valley

Fiscal Year: 2024-25

Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	19	64345	1964345		Castaic Union School District	Nadia	Villapudua	661-257-4500	nvilapuda@castaicusd.com	Previously Reported
	2	19	64832	1964832		Newhall School District	Gina	Ramallo	661-291-4000	gramallo@newhallsd.com	Previously Reported
	3	19	64998	1964998		Saugus Union School District	Darcie	Quinn	661-294-5300	dquinn@saugusd.org	Previously Reported
	4	19	65045	1965045		Sulphur Springs Union School District	Paul	Frisina	661-252-5131	pfrisina@sssd.k12.ca.us	Previously Reported
	5	19	65136	1965136		William S. Hart Union High School District	Joanna	White	661-259-0033	jmwhite@hartdistri.ct.org	Previously Reported

Attachment II

SELPA: Santa Clarita Valley

Fiscal Year: 2024-25

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

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

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

Attachment II

SELPA: Santa Clarita Valley

Fiscal Year: 2024-25

Attachment II—Projected Special Education Revenue by Local Educational Agency

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
1	Castaic Union School District	1,550,195	111,131	0	375,285	0	0	0	0	2,036,611
2	Newhall School District	4,697,116	340,797	0	1,184,655	0	0	0	0	6,222,568
3	Saugus Union School District	7,892,774	535,388	190,425	2,281,546	0	0	0	0	10,900,133
4	Sulphur Springs Union School District	4,508,701	299,024	0	1,393,549	0	0	0	0	6,201,274
5	William S. Hart Union High School District	17,827,248	1,186,800	0	3,866,509	0	0	0	0	22,880,557
Totals:		36,476,034	2,473,140	190,425	9,101,544	0	0	0	0	48,241,143

Attachment III

SELPA: Santa Clarita Valley

Fiscal Year: 2024-25

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
1	Castaic Union School District	2,132,720	1,242,185	998,052	66,566	1,302,378	0	699,637	6,441,538
2	Newhall School District	5,556,733	2,333,973	2,827,299	3,568,054	0	0	1,542,070	15,828,129
3	Saugus Union School District	9,742,636	7,810,775	7,433,952	137,294	4,008,958	105,499	2,675,254	31,914,368
4	Sulphur Springs Union School District	7,991,624	6,366,447	6,840,641	417,287	1,023,064	5,868	226,382	22,871,313
5	William S. Hart Union High School District	18,748,343	13,900,828	16,222,090	190,270	13,342,892	452,452	0	62,856,876
Totals:		44,172,056	31,654,208	34,322,034	4,379,471	19,677,292	563,819	5,143,343	139,912,224

Attachment IV

SELPA: Santa Clarita Valley

Fiscal Year: 2024-25

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
1	Castaic Union School District	375,285	4.04%	1,661,326	4.27%	4,404,927	2,036,611
2	Newhall School District	1,184,655	12.75%	5,037,912	12.93%	9,605,562	6,222,568
3	Saugus Union School District	2,471,971	26.60%	8,428,162	21.64%	21,014,235	10,900,133
4	Sulphur Springs Union School District	1,393,549	15.00%	4,807,725	12.34%	16,670,039	6,201,274
5	William S. Hart Union High School District	3,866,509	41.61%	19,014,048	48.82%	39,976,319	22,880,557
Totals:		9,291,969	100.00%	38,949,174	100.00%	91,671,081	48,241,143

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	Castaic Union School District	1,102,679	68,756
2	Newhall School District	814,728	85,614
3	Saugus Union School District	2,033,418	1,917,477
4	Sulphur Springs Union School District	100,823	147,358
5	William S. Hart Union High School District	4,787,775	488,279
Totals:		8,839,423	2,707,483

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

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
N/A		Delete This Row							<input type="text"/>

DO NOT
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2024-2025 Annual Service Plan

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

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



California Department of Education

Special Education Division

Local Plan Annual Submission

Local Plan Section E: Annual Service Plan

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

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

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

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

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

- 330–Specialized Academic Instruction/
Specially Designed Instruction

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

Specialized academic instruction: Adapting, as appropriate to the needs of the child with a disability, the content, methodology, or delivery of instruction to ensure access of the child to the curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.

Service is Not Currently Provided

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

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

Family training, counseling, and home visits (ages 0-2 only): This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child's development. Note: Services provided by specialists (such as medical services, nursing services, occupational therapy, and physical therapy) for a specific function should be coded under the appropriate service category, even if the services were delivered in the home.

- 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.

There are currently no students within the Santa Clarita Valley SELPA who have any of these services included on their IFSP. Should that change, the services will be made available.

- 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.

There are currently no students within the Santa Clarita Valley SELPA who have any of these services included on their IFSP. Should that change, the services will be made available.

- 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.

Service coordination means the activities carried out by a service coordinator to assist and enable an eligible child and the eligible child's family to receive the rights, procedural safeguards, and services that are authorized to be provided under the early intervention program.

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

Special instruction (ages 0-2 only): 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 individualized family service plan (IFSP); providing families with information, skills and support related to enhancing the skill development of the child; and working with the child to enhance the child's development.

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.

There are currently no students within the Santa Clarita Valley SELPA who have any of these services on their IFSP. Should that change, the services will be made available.

270–Respite Care (Ages 0-2 only) *Service is Not Currently Provided*

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

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

340–Intensive Individual Instruction

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

Specialized academic instruction: Adapting, as appropriate to the needs of the child with a disability, the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.

Service is Not Currently Provided

350–Individual and Small Group Instruction

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

Individual and small group instruction: 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.

Service is Not Currently Provided

415–Speech and Language

Service is Not Currently Provided

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

Language and speech: Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, or expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic or cultural factors are not included. Services include specialized instruction and services: monitoring, reviewing, and consultation, and 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.

Adapted physical education: 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.

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 and nursing: specialized physical health care services: Specialized physical health care

Section E: Annual Service Plan

SELPA:

Fiscal Year:

services means those health services prescribed by the child's licensed physician and 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 (5 CCR Section 3051.12[b]). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration, and glucose testing.

436–Health and Nursing: Other *Service is Not Currently Provided*

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

Health and nursing: other services: 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 services. IEP required health and nursing services are expected to supplement the regular health services program.

445–Assistive Technology *Service is Not Currently Provided*

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

Assistive technology services: 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.

450–Occupational Therapy *Service is Not Currently Provided*

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

Occupational therapy: Occupational Therapy (OT) includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor

Section E: Annual Service Plan

SELPA:

Fiscal Year:

abilities. Both direct and indirect services may be provided within the classroom, other educational settings, or the home, in groups or individually, and may include therapeutic techniques to develop abilities, adaptations to the student's environment or curriculum, and consultation and collaboration with other staff and parents. Services are provided, pursuant to an IEP, by a qualified occupational therapist registered with the American Occupational Therapy Certification Board.

460–Physical Therapy

Service is Not Currently Provided

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

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

510–Individual Counseling

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

Individual counseling: One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on such student aspects as education, career, personal, or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program

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 and guidance: Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on such student aspects as education, career, personal, or be with parents or staff members on

Section E: Annual Service Plan

SELPA:

Fiscal Year:

learning problems or guidance programs for students. IEP required group counseling is expected to supplement the regular guidance and counseling program. Guidance services include interpersonal, intrapersonal, or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling programs.

520–Parent Counseling

Service is Not Currently Provided

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

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

525–Social Worker

Service is Not Currently Provided

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

Social work services: Social work services, provided by a qualified individual pursuant to an IEP, include, but are not limited to, preparing a social or developmental history of a child with a disability, group and individual counseling with the child and family, working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment to 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.

530–Psychological

Service is Not Currently Provided

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

Psychological services: These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results for parents and staff in implementing the IEP, obtaining and interpreting information about child behavior and conditions related to learning, and planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. IEP required psychological services are expected to supplement the regular guidance and

Section E: Annual Service Plan

SELPA:

Fiscal Year:

535–Behavior Intervention *Service is Not Currently Provided*

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

Behavior intervention services: 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.

540–Day Treatment *Service is Not Currently Provided*

545–Residential Treatment

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

Residential treatment services: A 24-hour, out-of-home placement that provides intensive therapeutic services to support the educational program.

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.

Specialized services for low incidence disabilities: Low incidence services are defined as those provided to the student population who have orthopedic impairment (OI), visual impairment (VI), who are deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or an itinerant teacher/specialist. Consultation is provided to the teacher, staff, and parents as needed. These services must be clearly written in the student's IEP, including frequency and duration of the services to the student.

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

Specialized deaf and hard of hearing services: 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.

715–Interpreter

Service is Not Currently Provided

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

Interpreter services: 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.

720–Audiological

Service is Not Currently Provided

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

Audiological services: These services include measurements of acuity, monitoring amplification, and frequency modulation system use. Consultation services with teachers, parents, or speech pathologists must be identified in the IEP as to reason, frequency, and duration of contact; infrequent contact is considered assistance and would not be included.

725–Specialized Vision

Service is Not Currently Provided

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

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

730–Orientation and Mobility

Service is Not Currently Provided

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

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

735–Braille Transcription

Service is Not Currently Provided

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

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

740–Specialized Orthopedic

Service is Not Currently Provided

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

Specialized orthopedic services: Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment.

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.

There are currently no students within the Santa Clarita Valley SELPA who have any of these services on their IEP. Should that change, the services will be made available.

750–Note Taking

Service is Not Currently Provided

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

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.

760–Recreation Service, Including
Therapeutic Recreation

Service is Not Currently Provided

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

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.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

employment, and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist a student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions.

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

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

Career awareness: Transition services include a provision for self-advocacy, career planning, and career guidance. This also emphasizes the need for coordination between these provisions and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds.

- 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.

There are currently no students within the Santa Clarita Valley SELPA who have any of these services included on their IEP. Should that change, the services will be made available.

- 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.

There are currently no students within the Santa Clarita Valley SELPA who have any of these services included on their IEP. Should that change, the services will be made available.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

865–Agency Linkages (referral and placement)

Service is Not Currently Provided

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

Agency linkages (referral and placement): Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as title I of the Rehabilitation Act of 1973 (vocational rehabilitation), title XIX of the Social Security Act (Medicaid), and title XVI of the Social Security Act

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.

There are currently no students within the Santa Clarita Valley SELPA who have any of these services included on their IEP. Should that change, the services will be made available.

890–Other Transition Services

Service is Not Currently Provided

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

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

900–Other Related Service

Service is Not Currently Provided

Description of the “Other Related Service”

Qualifications of the Provider Delivering “Other Related Service”

