



**Los Angeles County
Office of Education**

Serving Students ■ Supporting Communities
Leading Educators

Los Angeles County Office of Education
Special Education Local Plan Area

LACOE SELPA

Updated June 2021

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

Jim Anderson, SELPA Director



**Los Angeles County
Office of Education**

Serving Students ■ Supporting Communities
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SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education
Special Education Division
2021–22 Local Plan Annual Submission

Section A: Contacts and Certifications

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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

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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>.

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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	1901 LACOE SELPA		
Street Address	9300 Imperial Highway	Zip Code	90242
City	Downey	County	Los Angeles
Mailing Address	9300 Imperial Highway		
City	Downey	Zip Code	90242
Administrator First Name	Jim	Administrator Last Name	Anderson
Administrator Title	SELPA Director III		
Administrator's Email	Anderson_Jim@laoe.edu		
Telephone	(562) 803-8338	Extension	

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

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

Administrative Entity Name	Los Angeles County Office of Education		
Street Address	9300 Imperial Highway	Zip Code	90242

Section A: Contacts and Certifications

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City	Downey	County	Los Angeles
Contact First Name	Debra	Last Name	Duardo
Contact Title	Dr. Debra Duardo		
Email	Duardo_Debra@laoe.edu		
Telephone	(562) 922-6127	Extension	

Special Education Local Plan Area Review Requirements

Community Advisory Committee

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

☒ Yes ☐ No

A6. Pursuant to *EC* Section 56207(b)(7), the Local Plan section(s): Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: 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: May 25, 2021

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

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☒ COE responsible for approving the Local Plan

Los Angeles County Office of Education

Local Plan section(s) was/were provided to the COE(s) listed for approval on Jan 29, 2021

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 May 25, 2021

SELPA Public Hearing Date Jun 8, 2021

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

Most Recent School Site Posting Date May 25, 2021

SELPA Public Hearing Date Jun 8, 2021

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:

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- ☐ 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).
- ☐ Small and Sparse or Isolated: This selection must meet requirements for COE joined SELPAs as described above, and *EC* sections 56211 through 56212.

STEP 3: Prior Submissions

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

Section B: Governance and Administration Prior to 2014

Section D: Annual Budget Plan 2020-21

Section E: Annual Service Plan 2020-21

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
-	LACOE	Jim Anderson	Administrator-Spec. Ed.	All
-	LACOE	Damali Thomas	Administrator-Spec. Ed.	Multiple
-	LACOE	Heather Whitaker	CAC	Multiple
-	LACOE	Lizabeth Thompson	Administrator-Spec. Ed.	Multiple

Section A: Contacts and Certifications

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Add	Agency	First and Last Name	Title	Section
-	LACOE	Abby Huang	Other	Multiple
-	LACHSA Parent	Daryl Barbieri	CAC	Multiple
-	CASA & JCS Court Appoint Ed Rights Holder	Dana Simon	CAC	Multiple
-	iPoly Parent	Patricia Sosa-Alaniz	CAC	Multiple
-	LACEA	Thomas Chiapperino	CAC	Multiple
-	LACEA	Scott Aalund	Teacher-Spec. Ed.	Multiple
-	LACEA	Elena Johnson	Teacher-Gen. Ed.	Multiple
-	LACOE	Ruben Carranza	Administrator-Gen. Ed.	Multiple
-	LACOE	Adam Devore	Administrator-Spec. Ed.	Multiple
-	LACOE	Mary Irons	Administrator-Spec. Ed.	Multiple

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 1
- ☒ Certification 4: CAC (Required for all SELPA Local Plan Sections B, D, and E)
- ☒ Certification 5: LEA (Required for all SELPA Local Plan Sections B, D, and E)
Number Submitted 1

Section A: Contacts and Certifications

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STEP 6: Electronic Signatures

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

STEP 7: Final Check

- All certifications submitted to the CDE must be electronically signed.
- Local Plan must be submitted to the CDE using the SELPA's assigned Box.com web address.
- In order to facilitate the timely processing, approval, and distribution of SELPA funding, please submit the Local Plan in the original, CDE-approved format. All templates are coded for the CDE's record keeping purposes.
- Handwritten, scanned, or modified templates remove the coding from the fields and impede the CDE's processing of the Local Plan. In such cases, SELPAs may be required to resubmit handwritten, scanned, or modified Local Plans that are not saved in the original 2021–22 CDE Local Plan Submission template provided, resulting in a delay in approval and funding.

Section A: Contacts and Certifications

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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

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

www.lacoe.edu

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

Jun 17, 2021

Administrative Entity*

Date

Jim Anderson 

Jun 17, 2021

SELPA Governance Council or Responsible Individual

Date

Jim Anderson 

Jun 17, 2021

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

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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

C2-2. 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.)

C2-3. 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.)

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

www.lacoe.edu

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

Administrative Entity*

Jun 17, 2021

Date

Jim Anderson 

SELPA Governance Council or Responsible Individual

Jun 17, 2021

Date

Section A: Contacts and Certifications

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Jim Anderson



Jun 17, 2021

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

January 2020

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B. Governance and Administration

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

Participating Local Educational Agencies

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

Special Education Local Plan Area—Local Plan Requirements

1. Describe the geographic service area covered by the local plan:

LACOE SELPA is responsible for students enrolled in schools operated by the Los Angeles County Office of Education's Division of Educational Programs. These schools include: the Juvenile Court Schools, County Community Schools, Los Angeles County High School for the Arts and International Polytechnic High School. Students enrolled within these schools may come from any of the many LEA's within Los Angeles County and adjacent counties. Students within the Juvenile Court Schools are enrolled subsequent to arriving at a Juvenile Hall School or as adjudicated by the Court to a Probation Camp School.

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:

The Los Angeles County Office of Education (LACOE) shall act as both the Responsible Local Administrative Agency (RLA) and the Administrative Unit (AU) for the LACOE Special Education Local Plan Area (LACOE SELPA), a single LEA SELPA.

The Los Angeles County Board of Education serves as the governance entity for the LACOE SELPA. The Board of Education is responsible for approval of Local Plan sections including: *Section B. Governance and Administration; Section C. Annual Assurances Support Plan; Section D. Annual Budget Plan; Section E. Annual Services Plan* and all necessary and related attachments and certification in conjunction with Education Code, CDE requirements, guidance and templates.

The administrative structure implements and coordinates the *Special Education Local Plan* and assures compliance with the *Individuals with Disabilities Education Improvement Act (IDEA or IDEIA)* including identification and services pursuant to an *Individualized Education Program (IEP)* for all students enrolled in LACOE Schools.

The function of the SELPA is to provide technical assistance, guidance, professional development and direct program support to improve outcomes for students with disabilities.

All such programs and related special education funding allocations will be utilized in an effective manner consistent with the funding provisions of Education Code Section 56836 et. seq., IDEA, other applicable laws and the policies and procedures of the SELPA.

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Responsibility is defined at both the Superintendent level and the SELPA Administrator level. The policy-making responsibilities of the local governing Board of the Los Angeles County Office of Education pertaining to the LACOE SELPA include:

Local Governing Board

- 1) Hold a *Public Hearing* as required before approval and adoption of local plan sections.
- 2) Approval and Adoption of the all required sections of the *Special Education Local Plan Area* including the: *Annual Assurance Support Plan, Annual Budget Plan, Annual Service Plan*
- 3) Adoption of Board Policies related to special education
- 4) Approve members to the Community Advisory Committee (CAC)

Los Angeles County Superintendent of Schools

- 1) Review and recommend to the Board approval of SELPA budgets
- 2) Review and recommend to the Board approval of *Board Policies* specific to special education
- 3) Implement *Board Policy* and adopt and implement related *Administrative Regulations*.
- 4) Review and approve SELPA policies in accordance with Education Code 56205.
- 5) Review all sections of the *Local Plan* for Board approval
- 6) Review budgets and the allocation of funds to implement the Local Plan
- 7) Hire, supervise and assign personnel for:
 - a) Data collection, report preparation and submission as required by Education Code and the CDE.
 - b) Personnel development
 - c) Program review and evaluation
 - d) Development and maintenance of data management information systems
 - e) Curriculum development
 - f) Inter-agency collaboration and coordination.

SELPA Director

As a single LEA SELPA, the LACOE SELPA Director has the responsibility for implementing and administering the *Special Education Local Plan Area* in accordance with Education Code 56195.1 (a) (1) and 56205 et seq. The SELPA Director and SELPA staff meet regularly with LEA staff and other agencies toward improving outcomes for students and special education compliance. A *SELPA Procedural Handbook*, available to all LEA staff, contains specific procedures and policies for the coordination and implementation of the *Local Plan* to ensure students requiring special education services are identified and served. Information specific to *State Performance Plan Indicators*, compliance monitoring and corrective actions are disseminated to LEA staff as needed to improve student performance.

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:

LACOE SELPA, as a single LEA SELPA and as described in #2 above, engages in a policy making process involving the Los Angeles County Board of Education, the County Superintendent of Schools, and all stakeholders through both the collective bargaining process and the Brown Act to implement and coordinate the *Local Plan*. Specifically, *Board Policies* are adopted by the Board of Education and *Administrative Regulations* are developed and adopted by the Superintendent to ensure coordination and implementation of the *LACOE SELPA Local Plan*. Policies specific to the SELPA are included below in the *Policies, Procedures and Programs* section pursuant to EC sections 56122 and 56205(a), to ensure

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conformity with Title 20 United States Code (USC) and in accordance with Title 34 Code of Federal Regulations (CFR) Section 300.201.

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:

LACOE is designated as both the *Administrative Unit* (AU) and the *Responsible Local Agency* (RLA) for the SELPA. It is responsible for administrative functions as described throughout this Local Plan and specifically as identified below:

Administrative Unit Responsibilities

1. Receipt and distribution of funds for the operation of special education programs and services.
2. Receipt and distribution of special education funds designated strictly for SELPA use.
3. The employment of staff for the implementation of the Local Plan, special education programs and services and to ensure all required SELPA functions.
4. Special Education data collection, monitoring and reporting.
5. Development and submission of fiscal and data reports as required

Responsible Local Agency Responsibilities

- Oversight of regionalized services, funds, and the provision of administrative support.
- Employment, supervision and evaluation of the SELPA Director and SELPA staff using LACOE-adopted employment and evaluation policies and regulations.
- Implement *Board Policies*, *Administrative Regulations* and *SELPA Procedures* for special education programs and services provided throughout the SELPA. Such policies, administrative regulations and procedures shall include, but not be limited to, all areas specified in applicable sections of the both federal and state laws.
- Upon the recommendation of the Superintendent, the Board, as the governing board of the RLA, is responsible for approval of the required components of the Local Plan as specified in sections above.

5. Describe the policies and procedures of the SELPA that allow for the participation of charter schools in the local plan:

Due to both the unique funding and the nature of the LACOE SELPA as a single district LEA, it is unlikely a Charter School would seek LEA membership status within the LACOE SELPA. Additionally and as an option, the *Los Angeles County Charter SELPA* exists and is structured to serve Charter Schools who choose to apply for SELPA membership.

Should a Charter School seek membership within the LACOE SELPA, a meeting to discuss the specific nature of the LACOE SELPA funding structure as identified in Education Code 56836 (a)(2) et seq. would be held. If Charter School membership application within the LACOE SELPA continued past this meeting, evaluation procedures for membership and participation aligned to the existing procedures of the *LAC Charter SELPA* would be followed and a recommendation would be brought before the Los Angeles County Board of Education as the governance entity of the LACOE SELPA.

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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:

The community advisory committee shall serve only in an advisory capacity. The members of the community advisory committee shall be appointed by and responsible to the Los Angeles County Board of Education. Volunteer CAC members may be sought through all LEA parent engagement efforts including and in alignment with LCAP Priority 3 and State Performance Plan Indicator 8 and other recruitment efforts of LEA staff and stakeholders. CAC volunteers will submit a SELPA Community Advisory Committee application. Applications will be reviewed and recommendations will be brought forward in the approval process to the Board of Education. Applications will be approved to meet the requirements below:

Community Advisory Committee Term and Composition

1. Terms of appointment are for at least two years and are annually staggered to insure a majority of stakeholders is on term.
2. The community advisory committee shall be composed of:
 - a. Parents of individuals with exceptional needs enrolled in public or private schools
 - b. Parents of other pupils enrolled in school
 - c. Pupils and adults with disabilities
 - d. Regular education teachers
 - e. Special education teachers
 - f. Other school personnel
 - g. Representatives of other public and private agencies
 - h. Persons concerned with the needs of individuals with exceptional needs.
3. The majority of the CAC committee shall be composed of parents of pupils enrolled in LACOE SELPA Schools. This majority of parents shall be parents of individuals with exceptional needs.
4. The community advisory committee shall have the authority and fulfill the following responsibilities:
 - a. Advising the policy and administrative entity of the special education local plan area regarding the development, amendment, and review of the local plan. The entity shall review and consider comments from the community advisory committee.
 - b. Recommending annual priorities to be addressed by the plan.
 - c. Assisting in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the plan.
 - d. Encouraging community involvement in the development and review of the local plan.
 - e. Supporting activities on behalf of individuals with exceptional needs.
 - f. Assisting in parent awareness of the importance of regular school attendance.
 - g. Supporting community involvement in the parent advisory committee established pursuant to Section 52063 to encourage the inclusion of parents of individuals with exceptional needs to the extent these pupils also fall within one or more of the definitions in Section 42238.01.

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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:

SELPA staff meet regularly with and provide ongoing training and professional development for central office and site staff including administrators, special education teachers, general education teachers, paraeducators, and clerical staff. Additionally, through the collective bargaining process with LACEA, CSEA and SEIU all certificated and classified staff are engaged in the work of providing instruction and services to students with disabilities. Additionally, SELPA staff provide weekly data reports to monitor special education efforts including: Child Find, IEP services and compliance efforts around IEP meetings and required assessments.

The Community Advisory Committee will convene as necessary to meet the requirements referred to above and at a minimum will meet four times during a school year. In order to maximize stakeholder engagement and input, the SELPA will participate in LEA parent engagement efforts to inform and develop stakeholder knowledge of students with disabilities and improving outcomes. During various parent engagement meetings, time will be allocated to solicit stakeholder input and recommendations for the ongoing development of the Local Plan. This offers parents and other stakeholders opportunities to participate in discussions about support, services, and programs impacting students with disabilities.

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:

LACOE SELPA, as a single LEA SELPA utilizes various LACOE staff in the implementation of the Local Plan. Various LACOE Divisions and Departments are involved in the required RLA/AU described below:

Identification and Description of RLA/AU Staff

- *Business Services*: Receipt and Distribution of Funds
- *Human Resource Services*: Administrative and Personnel Support
- *Personnel Commission*: Administrative and Personnel Support
- *Curriculum and Instructional Services*: Professional Development
- *Educational Programs*: Special Education Program Implementation; SELPA Oversight; Direct Responsibility of Schools and LACOE enrolled students.
- *Technology Services*: Data Management Information Systems Development and Support
- *Office of General Counsel*: Compliance and legal monitoring
- *Communications*: Administrative Support
- *Governmental Relations*: Legislative engagement and information

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:

LACOE SELPA contracts with nonpublic, nonsectarian schools (NPS) and nonpublic, nonsectarian

Section B: Governance and Administration

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agencies (NPA) certified by the CDE, via the appropriate certification process. The SELPA has the authority to visit, observe, monitor and report on the educational program provided by any NPS/NPA under contract with the LACOE or involved in a potential placement within the SELPA. Any request for a waiver shall be considered and approved through collaboration with LACOE Contract Services, Risk Management and SELPA Administration.

The SELPA shall consider the needs of the individual student and the recommendations of the IEP team when entering into agreements with nonpublic, nonsectarian schools or agencies. The IEP team shall remain accountable for monitoring the progress of students placed in nonpublic, nonsectarian programs, towards the goals identified in each student's IEP.

The SELPA will submit Contract Amendment Requests (CAR's), Individual Service Agreements and NPS/NPA Master Contracts for approval pursuant to LACOE Board Policies and Administrative Regulations. Each Master Contract is modeled after the State Master Contract and Service Agreement which contains requirements to allow the SELPA to monitor the placement and services of students in certified nonpublic, nonsectarian schools. The school shall have at least an annual IEP meeting that will facilitate the evaluation of the placement and services to ensure implementation of the IEP. The Master Contract provided by the SELPA contains language requiring reporting from the certified nonpublic, nonsectarian school regarding IEP progress as frequently as required by the District. At each annual IEP meeting, which shall include a representative of the SELPA, the certified nonpublic, nonsectarian school shall provide documentation as to the student's progress towards annual goals and objectives. The annual data provided by the certified nonpublic, nonsectarian schools shall be authentic curriculum-based measurements, in accordance with state-adopted grade level standards.

The SELPA's contract with a nonpublic, nonsectarian school shall evaluate the placement of its student(s) in such schools on an annual basis as part of the annual IEP review. The SELPA shall collaboratively review with the nonpublic, nonsectarian school the evaluations conducted by the school to ensure that they were appropriate and valid for measuring student progress. The SELPA may choose to administer additional assessments as necessary, with parental consent, to determine whether the student is making appropriate educational progress.

Additionally, LACOE SELPA participates in and works with the Collective Bargaining Units including LACEA, CSEA and SEIU and their respective contracts in the ongoing development and implementation of the Local Plan to ensure services to students with disabilities and compliance with all requirements of local policy and regulations and state and federal laws and regulations.

10. For multi-LEA local plans, specify:

- a. The responsibilities of each participating COE and LEA governing board in the policymaking process:

Not Applicable as LACOE SELPA is a Single LEA SELPA

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- b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan:

Not Applicable as LACOE SELPA is a Single LEA SELPA

- c. The responsibilities of each LEA and COE for coordinating the administration of the local plan:

Not Applicable as LACOE SELPA is a Single LEA SELPA

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:

The procedure for the employment of the LACOE SELPA Director will be the responsibility of the Administrative Unit, the Los Angeles County Office of Education. The Chief of Educational Programs, or their designee, will be directly responsible for the supervision and evaluation in accordance with LACOE Board policies and Administrative Regulations.

- b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA:

As a single LEA SELPA, distribution of federal and state funds will follow LACOE accounting and budget development procedures according to Board Policies, Administrative Regulations and the SELPA Local Plan. Funds will be distributed in accordance to all state and federal laws to ensure students with disabilities are served and special education compliance is maintained.

- c. The operation of special education programs:

As a single LEA SELPA, the LACOE SELPA oversees and implements all programming for students with disabilities and special education programming. Under the supervision of *Educational Programs* and in collaboration with the *Division of Student Programs* and the *Division of Pupil Services* and other Divisions of LACOE, staff are hired, supervised and trained to provide specialized academic instruction and related services to students with disabilities.

- d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs:

LACOE as the RLA/AU assures the maintenance of fiscal support and understands that Part B funds will

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not be used to reduce the level of support beyond the amount permitted under federal law and regulations. LACOE as the RLA/AU follows Standardized Accounting practices within the SAC's system and structures and participates in regular required auditing practices according to all Board Policies, Administrative Regulations, accepted accounting practices and state and federal laws and regulations.

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

For students that require alternative means and modes necessary to complete LACOE's prescribed course of study and to meet or exceed proficiency standards required for graduation; specialized services, materials, and equipment for students with low incidence disabilities will be procured in collaboration with the SELPA and the *Division of Student Programs*. Specialized equipment and services will be provided at the site the Individualized Education Program (IEP) team has determined as the program where the student will receive a Free Appropriate Education in the least restrictive environment.

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; the document title; and the physical location where the policy can be found.

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

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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)

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

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:

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☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

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)

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

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as stated:

☒ Yes ☐ No

8. Confidentiality: 20 USC Section 1412(a)(8)

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

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

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

LACOE SELPA participating schools do not have programs for early intervention or preschool students. LACOE SELPA schools include Juvenile Court Schools, International Polytechnic High School, Los Angeles County High School for the Arts and the County Community Schools.

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

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Policy/Procedure Number:

Document Title:

Document Location:

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

☐ Yes ☒ No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

LACOE as a County Office of Education is not a district of residence. As such, should a student with an IEP disenroll from a LACOE school and be voluntarily enrolled by their parents in a private school, LACOE staff would support the transition to the responsible district of residence or LEA specific to special education responsibilities and accountability in accordance with all applicable Federal State Codes and Regulations.

11. Local Compliance Assurances: 20 USC Section 1412(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)

Policy/Procedure Number:

Document Title:

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Document Location:

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

☒ Yes ☐ No

13. Governance: 20 USC Section 1412(a)(13)

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

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)

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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)

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)

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

18. Maintenance of Effort: 20 USC Section 1412(a)(18)

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Policy/Procedure Number: LACOE Board Policy and Administrative Regulation 0430

Document Title: Comprehensive Local Plan for Special Education

Document Location: <http://gamutonline.net/district/lacoe/DisplayPolicy/741854/0>

"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)

Policy/Procedure Number: LACOE Board Policy 1100 Community Relations

Policy/Procedure Title: Community Relations

Document Location: <http://gamutonline.net/district/lacoe/DisplayPolicy/741824/1>

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

☒ Yes ☐ No

20. Suspension and Expulsion: 20 USC Section 1412(a)(22)

Policy/Procedure Number: LACOE Administrative Regulation 5144.2 Students
LACOE Administrative Regulation 6159.4 Instruction

Document Title: 5144.2 Suspension And Due Process (Students With Disabilities)
6159.4 Behavioral Interventions for Special Education Students

Document Location: <http://gamutonline.net/district/lacoe/DisplayPolicy/1079465/6>
<http://gamutonline.net/district/lacoe/DisplayPolicy/1079464/5>

"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

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

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)

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25)

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

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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 direct instructional support provided by program specialists; and the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the reference number, document title, and the location (e.g., SELPA office) for each function:

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

Reference Number: LACOE Board Policy and Administrative Regulation 0430

Document Title: Comprehensive Local Plan for Special Education

Document Location: <http://gamutonline.net/district/lacoe/DisplayPolicy/741853/0>

Description:

Direct Instructional support provided by program specialists/ SELPA staff: SELPA staff support the coordination and implementation of the local plan.

Role of the RLA/AU: LACOE Division of Business Services is responsible for the receipt and distribution of special education funds within and for LACOE SELPA to coordinate and implement the local plan.

Role of the Administrator of the SELPA: The SELPA Administrator will ensure that the local plan is coordinated and implemented. They will facilitate the review, revision, and administration of the local plan. They will also facilitate development and approval of SELPA policies and procedures necessary to implement the local plan.

Role of the individual LEAs: LACOE is a single district SELPA and each school and the Central Office will ensure a full continuum of services are available in order to provide a free and appropriate public education to all students with disabilities enrolled within their schools. Each school and the Central Office will implement the local plan as well as any LEA policies and procedures needed to support the coordination and implementation of the local plan.

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2. Coordinated system of identification and assessment:

Reference Number:	LACOE Board Policy and Administrative Regulation 6164.4
Document Title:	Instruction Identification And Evaluation Of Individuals For Special Education
Document Location:	http://gamutonline.net/district/lacoe/DisplayPolicy/1081421/6
Description:	<p>Direct Instructional support provided by program specialists/ SELPA staff: Program specialists or other staff assigned to carry out these duties, whether they are employed by the SELPA or the LEA will provide technical assistance and guidance through observation and consultation to assist service providers, as appropriate.</p> <p>Role of the RLA/AU: Not applicable.</p> <p>Role of the Administrator of the SELPA: The SELPA Administrator or SELPA staff will ensure each school conducts child find activities through monitoring of each schools data. The SELPA will also provide targeted and intensive support to schools as needed to assist them in meeting compliance requirements and improved outcomes for students with disabilities.</p> <p>The SELPA will also participate in child find activities by establishing procedures for the schools and ensuring appropriate interagency agreements are in place. The SELPA Administrator, or designee, will serve on committees as interagency agreements are being reviewed, revised, or developed. The SELPA Administrator will ensure that interagency agreements are in place as required by California Education Code, and provide technical assistance and dispute resolution as needed. The SELPA Administrator, or designee, will also provide guidance to parents, as needed.</p> <p>Role of the individual LEAs: Each school is responsible for identifying and assessing enrolled students as needed. They are also responsible for conducting child find activities and</p>

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implementing SELPA and LACOE policies and procedures. The schools will also provide guidance to parents, staff, and community members.

3. Coordinated system of procedural safeguards:

Reference Number: LACOE Board Policy and Administrative Regulation 6159.1

Document Title: Procedural Safeguards And Complaints For Special Education

Document Location: <http://gamutonline.net/district/lacoe/DisplayPolicy/1081418/>

Description:

Direct Instructional support provided by the program specialist/ SELPA staff: The program specialists/SELPA staff or others assigned to carry out these duties provide for alternate dispute resolution as requested by schools or parents. Program specialists/SELPA staff assist parents with filing due process or compliance complaints when requested. The program specialists/ SELPA staff also assure procedural safeguards by providing technical assistance and guidance on forms and procedures to schools in the areas of assessment, identification, and placement.

Role of the RLA/AU: Not applicable

Role of the Administrator of the SELPA: The SELPA Administrator, or their designee, provides for alternate dispute resolution with schools as requested by parents. When requested, the SELPA Administrator, or their designee, assists parents with filing due process or compliance complaints. The SELPA Administrator, or their designee, also assures procedural safeguards by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, and placement. The Administrator, or their designee, will also provide parents with a copy of their procedural safeguards upon request and will maintain a copy on their website. The SELPA Administrator, or their designee, also reviews compliance complaint determinations provided by the CDE and provides targeted or intensive assistance as appropriate.

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Role of the individual LEAs: The LEAs provide procedural safeguards to parents consistent with the education code, assist parents with understanding them, and ensure that they are implemented. The LEAs assist parents with filing complaints when requested. The LEAs will respond to all complaints.

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

Reference Number: LACOE Board Policies & Administrative Regulations 4331 and 6020

Document Title: Staff Development and Parent Involvement

Document Location: <http://gamutonline.net/district/lacoe/>

Description:

Direct Instructional support provided by the program specialist/SELPA staff: The program specialists and others that are assigned to carry out these duties support parent and guardian education, provide for staff development, program development, and innovation of special methods and approaches.

Role of the RLA/AU: LACOE Educational Services including Curriculum Instructional Services (CIS), Accountability Support and Monitoring (ASM) and Student Support Services are also a part of this coordinated effort.

Role of the Administrator of the SELPA: The SELPA administrator ensures a coordinated system of staff development and parent and guardian education across all programs within LACOE SELPA including professional development opportunities for staff and coordination of parent and guardian education aligned with the parent advisory committee across LACOE Schools.

Role of the individual LEAs: SELPA staff will coordinate with schools and the Central Office to facilitate professional development and parent/guardian education and engagement.

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

Reference Number: LACOE Board Policy and Administrative Regulation 6141 - Instruction

Document Title: Curriculum Development And Evaluation

Document Location: <http://gamutonline.net/district/lacoe/displayPolicy/790051/6>

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Description:

Direct Instructional support provided by the program specialist/SELPA staff: The program specialists and others that are assigned to carry out these duties coordinate curricular resources in collaboration with Central Office and school staff.

Role of the RLA/AU: Not applicable.

Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will provide technical assistance and staff development on curriculum develop and alignment with the common core, as determined appropriate.

Role of the individual LEAs: In collaboration with SELPA and the Division of Student Programs, schools will ensure that each student with a disability has full access to the required core curriculum, any alternative curriculum and textbooks, and supplementary curriculum and textbooks as appropriate, and instructional materials to students identified with blindness or other students with print disabilities.

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

Reference Number: LACOE Board Policy and Administrative Regulation 0430

Document Title: Comprehensive Local Plan for Special Education

Document Location: <http://gamutonline.net/district/lacoe/DisplayPolicy/741853/0>

Direct Instructional support provided by the program specialist/SELPA staff: SELPA staff and others are assigned to carry out these duties to evaluate the effectiveness of programs for students with disabilities. This includes the regular review of SPED-4 reports including but not limited to: the 100 P-SPED Report; 201 Administrative Services Report; and the 310 IEP Compliance Report.

Role of the RLA/AU: LACOE Technology Services are responsible in collaboration with SELPA and Central Office staff to support all student data systems and reports to support this requirement.

Role of the Administrator of the SELPA: The SELPA

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Description:

Administrator, or designee, will facilitate the review of the Annual Budget and Service Plans, LACOE's Annual Performance Indicators and bi-weekly reports including but not limited to: the 100 P-SPED Report; 201 Administrative Services Report; and the 310 IEP Compliance Report. SELPA will facilitate reviews by the LEA leaders, CAC, and other SELPA stakeholders including collaborating agencies.

Role of the individual LEAs: Schools are responsible in collaboration with all SELPA stakeholders to ensure services to students, improved student outcomes, improved instruction and compliance with all codes, regulations, policies and procedures. Schools will also review not less than twice weekly and during their PLC's, regular staff meetings and also special education team meetings, the SPED-4 reports including but not limited to: the 100 P-SPED Report; 120 and 121 Service Providers Registers; 201 Administrative Services Report; and the 310 IEP Compliance Report.

Schools will also actively participate in all required CDE monitoring activities; OAH findings and determinations and CDE Compliance Complaints and all specific corrective actions to increase or maintain compliance. Schools will provide leadership for cooperative action toward the implementation, administration, and operation of the local plan.

7. Coordinated system of data collection and management:

Reference Number: LACOE Board Policy and Administrative Regulation 0430

Document Title: Comprehensive Local Plan for Special Education

Document Location: <http://gamutononline.net/district/lacoe/DisplayPolicy/741854/0>

Direct Instructional support provided by the program specialist/SELPA staff: SELPA staff and others assigned to carry out these duties will provide technical assistance and guidance on SPED-4 special education data management systems.

Role of the RLA/AU: LACOE's Technology Services in collaboration with SELPA and other stakeholders support and maintain student

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Description:

information management systems including SPED-4 and Aeries and also support and provide technical assistance, guidance and professional development supporting these systems for this requirement.

Role of the Administrator of the SELPA: The SELPA Administrator or designee will certify the California Longitudinal Assessment and Pupil Data System (CALPADS) submission as required by the California Department of Education. The SELPA Administrator, or designee, in collaboration with LACOE Technology Services will provide technical assistance and staff development on data collection from student data information systems including SPED-4.

Role of the individual LEAs: Schools are responsible for data entry, accuracy, and integrity. Schools will gather, interpret, and report special education program data and quality indicators regarding current program operations and effectiveness in collaboration with all SELPA stakeholders. LACOE will certify the California Longitudinal Assessment and Pupil Data System (CALPADS) submission as required by the California Department of Education in preparation for SELPA Certification.

8. Coordination of interagency agreements:

Reference Number:

LACOE Board Policy and Administration Regulation 6159.2

Document Title:

Nonpublic, Nonsectarian School And Agency Services For Special Education

Document Location:

<http://gamutonline.net/district/lacoe/PolicyCategoryList/2422/6>

Description:

Direct Instructional support provided by the program specialist/SELPA staff: SELPA staff support the coordination of interagency agreements with non-public schools and non-public agencies and others as needed.

Role of the RLA/AU: LACOE Business Services facilitates the processing of contracts using the SELPA Master Contract as required and amended to address LACOE specific needs.

Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will serve on committees as interagency agreements are being reviewed, revised, or developed. The SELPA Administrator will ensure that interagency agreements are in place as required by California Education Code, and provide technical assistance and

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dispute resolution as needed.

Role of the individual LEAs: Schools will request services that may be needed to ensure the students IEP services are provided. Schools will communicate with the SELPA when a non-public agency is needed for services to be delivered. Schools will provide school site access to service providers, data base access to document services and coordination of all requirements to ensure services are being delivered including monitoring service registers within SPED-4 to support compliance with service delivery and accountability in the billing process along with SELPA staff.

9. Coordination of services to medical facilities:

Reference Number: LACOE Board Policy and Administrative Regulation 5141.6

Document Title: School Health Services

Document Location: <http://gamutonline.net/district/lacoe/DisplayPolicy/790027/5>

Description:

Direct Instructional support provided by the program specialist/SELPA staff: SELPA and school health services staff will provide technical assistance and guidance for IEP teams when students are temporarily placed in medical facilities.

Role of the RLA/AU: Not applicable.

Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will facilitate the coordination of these services and provide technical assistance and guidance to the medical facilities and schools as needed.

Role of the individual LEAs: Schools will work with Central Office and SELPA staff when students are temporarily placed in medical facilities.

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

Reference Number: LACOE Board Policy and Administrative Regulation 6173.1

Document Title: Education For Foster Youth

Document Location: <http://gamutonline.net/district/lacoe/displayPolicy/1051792/>

Direct Instructional support provided by the program specialist/SELPA staff: SELPA staff will coordinate with the LACOE Central Office staff

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Description:

and all other agencies to ensure pupils have a full educational opportunity upon transition from LACOE schools.

Role of the RLA/AU: LACOE Student Support Services provides support to LACOE Educational Programs staff when needed to support transitioning students from LACOE schools to other LEA's across LA County and other Counties as needed.

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

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

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

Reference Number: LACOE Board Policy and Administrative Regulation 0430

Document Title: Comprehensive Local Plan For Special Education

Document Location: <http://gamutonline.net/district/lacoe/DisplayPolicy/741854/0>

Description:

Direct Instructional support provided by the program specialist/SELPA staff: SELPA staff support the preparation and transmission of required special education local plan area reports.

Role of the RLA/AU: The RLA/AU may review, sign and submit as appropriate various required special education local plan area reports.

Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will ensure timely review and transmission of required reports and provide technical assistance all LACOE SELPA stakeholders in completing those reports.

Role of the individual LEAs: Schools are responsible for data entry, accuracy, and integrity and will submit required data and reports in

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order for timely submission to the CDE as required.

12. Fiscal and logistical support of the CAC:

Reference Number:	LACOE Board Policies and Administrative Regulations 0430 and 6020
Document Title:	Comprehensive Local Plan For Special Education & Parent Involvement
Document Location:	http://gamutonline.net/district/lacoe/
Description:	<p>Direct Instructional support provided by the program specialist/SELPA staff: SELPA staff support and participate in the Community Advisory Committee through all Educational Programs Parent outreach, support and engagement efforts.</p> <p>Role of the RLA/AU: LACOE as an organization supports all parent engagement activities of it's various Divisions and Programs.</p> <p>Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will provide fiscal and logistical support for CAC meetings, events, and trainings.</p> <p>Role of the individual LEAs: Schools and Parent Liaisons provide support and outreach in collaboration with Central Office staff on parent engagement activities.</p>

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

Reference Number:	LACOE Board Policy and Administrative Regulation 6159
Document Title:	Individualized Education Program
Document Location:	http://gamutonline.net/district/lacoe/displayPolicy/994992/6
Description:	<p>Direct Instructional support provided by the program specialist/SELPA staff: SELPA staff will support IEP teams and questions about the necessity of transportation. SELPA staff also coordinates transportation for students to residential treatment centers when LACOE has offered FAPE through an IEP.</p> <p>Role of the RLA/AU: LACOE business services processes contracts necessary for transportation of students.</p> <p>Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will provide technical assistance, training and support in coordinating transportation as requested by the LEA.</p>

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Role of the LEA: Students in LACOE schools receive transportation services when it is necessary to implement an offer of FAPE as agreed to in an IEP. Should the IEP team have questions on the necessity of transportation necessary to implement the students IEP, the school administrator or designee will contact the SELPA for guidance.

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

Reference Number: LACOE Board Policies and Administrative Regulations 6178 and 6178.1

Document Title: 6178 Career Technical Education
6178.1 Work Experience Education

Document Location: <http://gamutonline.net/district/lacoe/PolicyCategoryList/2422/6>

Description:

Direct Instructional support provided by the program specialist/SELPA staff: SELPA staff supports schools and all SELPA stakeholders in developing career technical education and work experience opportunities.

Role of the RLA/AU: LACOE business services facilitates contracts to implement related program for this requirement.

Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will provide technical assistance and staff development as needed. The SELPA Administrator, or designee, may provide targeted or intensive support to schools based on identified needs in the Annual Performance Report and assist schools in completing any monitoring activities required by the CDE specific to this item.

Role of the individual LEAs: School staff will support students and access to these programs and contract requirements.

15. Assurance of full educational opportunity:

Reference Number: LACOE Board Policy and Administrative Regulation 0430

Document Title: Comprehensive Local Plan For Special Education

Document Location: <http://gamutonline.net/district/lacoe/DisplayPolicy/741854/0>

Direct Instructional support provided by program specialist/SELPA Staff: The program specialists and others that are assigned to carry out these duties, assure students have a full educational opportunity in collaboration with schools and IEP teams.

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Description:

Role of the RLA/AU: LACOE as an entire agency supports the assurance of full educational opportunity.

Role of the Administrator of the SELPA: Through approval of the Annual Services Plan the SELPA Administrator will ensure that the full continuum of services is provided. The SELPA Administrator, or designee, will assist with intra- and inter-SELPA transfers, as needed. Additionally, professional development and technical assistance is available upon request or as determined to be needed by the SELPA to schools in this requirement.

Role of the individual LEAs: Each school and IEP team will determine the regional programs needed to meet the needs of the students with disabilities within the SELPA. Additionally, each school, in collaboration with the SELPA and all SELPA stakeholders is responsible for providing a full continuum of services for enrolled students.

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.

Reference Number: LACOE Board Policy and Administrative Regulation 0430

Document Title: Comprehensive Local Plan For Special Education

Document Location: <http://gamutonline.net/district/lacoe/DisplayPolicy/741854/>

Description:

Direct Instructional support provided by the program specialist/SELPA staff: **Not applicable**

Role of the RLA/AU: LACOE as the RLA/AU receives federal and state funds on behalf of the LACOE SELPA, and distribute the funds as determined through established LACOE personnel, budget and business practices.

Role of the Administrator of the SELPA: The SELPA Administrator will be responsible for oversight and accountability for special education revenues, expenditures, budgets and reporting requirements through established LACOE policies and procedures and in collaboration with all LACOE SELPA stakeholders. The SELPA Administrator will also facilitate the completion and submission of the Annual Budget Plan.

Role of the individual LEAs: Each school will collaborate with all SELPA

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stakeholders to be fiscally responsible with special education funding and ensuring resources are allocated to serve enrolled students in their schools in accordance with the student IEP.

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

Reference Number: LACOE Superintendent Policy 4100 and 4200 Personnel

Document Title: 4100 Certificated Personnel - SP
4200 Classified Personnel - SP

Document Location: <http://gamutonline.net/district/lacoe/PolicyCategoryList/2422/4>

Direct Instructional support provided by the program specialist/SELPA Staff: A program specialist may possessing (or eligible for) one of the following California credentials: Special Education teaching credential, Clinical Rehabilitative Services, Adapted Physical Education, or School Psychology and Administrative Service Credential. A program specialist shall also have an in-depth knowledge of specific disabilities, preschool, and/or vocational development, depending upon the needs of the SELPA. The program specialists and others that are assigned to carry out these duties shall be available to all students with disabilities, their families, and LEA staff. They shall work in a cooperative manner planning activities to meet the needs of the students with disabilities within the SELPA. They help to coordinate the delivery of services by serving on all SELPA stakeholder committees to provide staff development, CAC parent engagement and providing technical assistance and guidance on all special education matters as needed across the SELPA. Program specialists' services and responsibilities may include, but are not limited to:

- Assure that students with disabilities have full educational opportunity
- Plan, direct, coordinate and evaluate instructional programs in accordance with state and federal regulations
- Provide direct instructional support, as directed
- Identify needs and develop short and long-range plans for staff development, curriculum development, and program effectiveness
- Provide staff development and training for general and special education administrators and staff
- Represent the SELPA on committees
- Coordinate student placements across LEA and SELPA boundaries
- Develop and disseminate forms, policies and procedures throughout the SELPA
- Monitor services and programs in nonpublic schools

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Description:

- Provide direction to schools regarding complaints filed with the CDE
- Develop and submit proposals for grants and research projects, as requested
- Assure appropriate coordination of general and special education instructional resources for students
- Serve as LEA representatives and commit LEA resources, as appropriate on LACOE and interagency committees
- Interpret and implement new laws and regulations (Federal and State)
- Design and implement alternative dispute resolution strategies
- Coordinate mediation and due process issues
- Serve as liaison to collaborate with other public agencies.
- Provide support to schools in the area of positive behavior intervention
- Coordinate program reviews of the effectiveness of the Local Plan
- Assist in the preparation, implementation and follow-up of reviews by the state including those that are part of CDE monitoring activities
- Conduct audits or reviews as requested

Role of the RLA/AU: LACOE will hire staff to perform these legally required duties and responsibilities.

Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will hire, supervise, evaluate, and discipline the program specialists who are employed by the SELPA, and provide technical support needed for the implementation of the duties above for those carrying out these functions. The SELPA Administrator will annually review budget allocations for the services of the staff required to provide the function in EC 56836 to serve SELPA-wide needs in collaboration with LACOE SELPA stakeholders.

Role of the individual LEAs: Schools will collaborate with LACOE SELPA and SELPA stakeholders to ensure all requirements of this section.

Special Education Local Plan Area Services

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

Reference Number: LACOE Board Policy and Administrative Regulation 5148.3

Document Title: Birth To Five Early Care And Education

Document Location: <http://gamutonline.net/district/lacoe/DisplayPolicy/1035714/5>

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Description:

While the LACOE SELPA has no schools or programs for students birth to five years, LACOE as the County Office of Education does work more broadly with this identified age of students through other LACOE Divisions. The County Superintendent or designee will work cooperatively with the local child care and development planning councils, such as the Los Angeles County Children's Planning Council, public and private agencies, parents/guardians, and other community members to assess child care needs in the community, establish program priorities, obtain ongoing feedback on program quality, and inform parent/guardians about child care options.

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:

Reference Number:

LACOE Board Policy and Administrative Regulation 6159.1

Document Title:

Procedural Safeguards And Complaints For Special Education

Document Location:

<http://gamutonline.net/district/lacoe/DisplayPolicy/741826/>

Description:

LACOE websites, including directory information to members of administration and governing bodies are regularly updated and offer current information to assist the public with making contact with LACOE personnel. Members of the public, including parents or guardians of students with disabilities who are receiving services under the local plan may address questions or concerns to the SELPA governing body or individual administrator in a number of ways. They may:

- Contact school of attendance/site administrator
- Contact the SELPA office/SELPA Administrator
- Contact the Superintendent or designee
- Interact with the LACOE governing board through Public Comment.
- This contact information is available to the public at the LACOE website.

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

Reference Number:

LACOE Board Policy and Administrative Regulation 6159.1

Document Title:

Procedural Safeguards And Complaints For Special Education

Document Location:

<http://gamutonline.net/district/lacoe/displayPolicy/1081419/6>

The dispute resolution process, including mediation and arbitration is

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Description:

outlined in the Procedural Safeguards, which are updated on a yearly basis. Parents are given a copy of Procedural Safeguards along with the assessment plan for initial assessment. Procedural Safeguards are offered at least yearly during the Annual IEP, but often at various meetings throughout the year as well. Parents are given an explanation of their rights at each meeting at which the Safeguards are offered, and are given the opportunity to ask clarifying questions. Additionally, copies of the Procedural Safeguards are available for viewing and printing on the LACOE website and the LACOE SELPA website and hard copies are available at school sites and the SELPA office.

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:

Reference Number:

LACOE Board Policy and Administration Regulation 6164.4

Document Title:

Identification And Evaluation Of Individuals For Special Education

Document Location:

<http://gamutonline.net/district/lacoe/DisplayPolicy/1081421/6>

Description:

Students are referred for Special Education assessment through the Student Planning Team process after a team has convened to review and consider whether all general education resources have been adequately utilized. A three-tiered intervention model is utilized to ensure that students have access to appropriate supports before being referred to special education.

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:

Reference Number:

LACOE Board Policy and Administrative Regulation 6159.2

Document Title:

Nonpublic, Nonsectarian School And Agency Services For Special Education

Document Location:

<http://gamutonline.net/district/lacoe/PolicyCategoryList/2422/6>

When LACOE contracts with a nonpublic, nonsectarian school shall evaluate the placement of its pupil(s) in such schools, the County Superintendent or designee shall ensure that the IEP team: (Education Code 56043, 56341.1, 56380; 20 USC 1414(d)(4); 34 CFR 300.324)
1. Reviews the IEP periodically, but at least annually, to determine whether the annual goals for the student are being achieved and the

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Description:

appropriateness of placement
2. Revises the IEP, as appropriate, to address:
a. Any lack of expected progress toward the annual goals and in the general education curriculum, where appropriate
b. The results of any reassessment conducted pursuant to Education Code 56381
c. Information about the student provided to or by the parents/guardians regarding review of evaluation data pursuant to 34 CFR 305(a)(2) and Education Code 56381(b)
d. The student's anticipated needs
e. Other matters
3. Considers the special factors listed in items #5-9 above when reviewing the IEP of a student with a disability who has additional behavior or communication needs
LACOE will observe a pupil during instruction and will conduct a walkthrough of the facility.

A SELPA representative shall review the master contract, the individual services agreements, and the IEP to ensure that all services agreed upon and specified in the IEP are provided.

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)

Reference Number: LACOE Board Policy and Administrative Regulation 6159

Document Title: Individualized Education Program

Document Location: <http://gamutonline.net/district/lacoe/DisplayPolicy/994992/6>

Pursuant to the *Garcia Settlement Site Procedures* any student (18-22

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Description:

years of age), receiving special education and/or related services, transferring from a LACOE Hall or Camp to a Los Angeles County Jail facility will require the site to:

1. Provide the ***“Student Notice of Transfer to LACJ Letter”***,
2. Provide the student a copy of his/her last IEP to be placed in the accompanying, student’s file,
3. Send the District of Residence the ***“Notification of Transfer to Los Angeles County Jail Letter”*** with the student’s records (IEP, transcripts, etc.), provided the adult student signs the consent on the bottom of the Letter. If the adult student does not provide consent or if the student is not 18 years old yet, send the Letter that informs the DOR that records will be sent upon request (there are two letters- one sent with the records and one informing the DOR to request the records),
4. Fax the California Dept. of Education (CDE) a copy of the DOR ***“Notification of Transfer to Los Angeles County Jail Letter”***,
5. Fax the LACJ probation liaison (email address is on the Letter) a copy of the “Student Notice of Transfer to LACJ Letter”,
6. Complete the “Students Transferred from Hall to LACJ Log”, make sure to specify the date each item was done/sent and,
7. Send SELPA an electronic copy of the Log when completed.
8. LACOE contact person available to assist in arranging and participate by phone in student's first IEP meeting at LACJ

SECTION C

Annual Assurances Support Plan

(Commencing July 1, 2023, each local plan shall include an annual assurances support plan.)

State of California

EDUCATION CODE

Section 56122

56122. (a) The Superintendent shall establish guidelines for the development of local plans, including a standard format for local plans, and provide assistance in the development of local plans. The purposes of the guidelines and assistance shall be to help districts and county offices benefit from the experience of other local agencies that implement programs under this part, including, but not limited to, reducing paperwork, increasing parental involvement, improving transparency, and providing effective staff development activities. To the extent possible, all forms, reports, and evaluations shall be designed to satisfy simultaneously state and federal requirements.

(b) On or before July 1, 2019, the department shall develop templates that shall be used by special education local plan areas, districts, and county superintendents of schools to meet the requirements of Sections 56195.1 and 56205.

(c) Commencing July 1, 2023, each local plan shall include an annual assurances support plan. The purpose of the annual assurances support plan is to demonstrate how the special education local plan area and its participating agencies are coordinating for purposes of assuring effective outcomes for pupils with disabilities. The department shall develop a template for the annual assurances support plan by July 1, 2022. The annual assurances support plan shall include all of the following elements:

(1) A description of how the governing board of the special education local plan area has determined that the special education local plan area will support participating agencies in achieving the goals, actions, and services identified in their local control and accountability plans.

(2) A description of how the governing board of the special education local plan area has determined that the special education local plan area will connect its participating agencies in need of technical assistance to the statewide system of support.

(3) A brief description of the services, technical assistance, and support the governing board of the special education local plan area has determined that it will provide in meeting the requirements under paragraphs (1) to (21), inclusive, of subdivision (a) of Section 56205.

(Amended by Stats. 2020, Ch. 24, Sec. 62. (SB 98) Effective June 29, 2020.)

LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

2021–22 Local Plan Annual Submission

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Local Plan Section D: Annual Budget Plan

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

IMPORTANT: Pursuant to California *Education Code (EC)* Section 56048, 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.

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

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Table 1: Special Education Revenue by Source

D1. Using the fields below, identify the special education revenues by funding source. The total 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	1,389,055	13.61%
AB 602 Property Taxes	7,183,247	70.36%
Federal IDEA Part B	579,202	5.67%
Federal IDEA Part C		0.00%
State Infant/Toddler		0.00%
State Mental Health	641,863	6.29%
Federal Mental Health	116,140	1.14%
Other Revenue*	300,000	2.94%
Total Revenue	10,209,507	100.00%

D2. Using the form template provided in **Attachment II**, complete a distribution of revenues to all LEAs participating in the SELPA by funding source.

D3. *Include a description of the revenue identified the "Other Revenue" category

Local revenue to provide Residential Treatment Services pursuant to an IEP.

Section D: Annual Budget Plan

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Table 2: Total Budget by Object Codes

D4. 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	7,950,402	46.21%
Object Code 2000—Classified Salaries	2,065,516	12.01%
Object Code 3000—Employee Benefits	4,284,843	24.91%
Object Code 4000—Supplies	75,988	0.44%
Object Code 5000—Services and Operations	1,390,616	8.08%
Object Code 6000—Capital Outlay		0.00%
Object Code 7000—Other Outgo and Financing*	1,436,366	8.35%
Total Expenditures	17,203,731	100.00%

D5. Using the templates provided in **Attachment III**, complete a distribution of projected expenditures by LEAs participating in the SELPA by object code.

D6. *Include a description of the expenditures identified under object code 7000:

Indirect cost

Section D: Annual Budget Plan

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Table 3: Federal, State, and Local Revenue Summary

D7. Using the fields below, identify funding by revenue jurisdiction and percent of total budget.

Revenue Source	Amount	Percentage of Total Funding
State Special Education Revenue	9,514,165	55.30%
Federal Revenue	695,342	4.04%
Local Contribution	6,994,224	40.66%
Total Revenue From All Sources	17,203,731	100.00%

D8. Using the form template provided in **Attachment IV**, provide a complete distribution of revenues to all LEAs participating in the SELPA by federal and state funding source.

Special Education Local Plan Area Funding Distribution

D9. Describe the basic premise of the SELPA Allocation Plan.

As a single district SELPA all funds are used by the LEA to identify and serve students with disabilities.

D10. Describe how the SELPA distributes IDEA revenues to the LEAs, including the models used to provide services to member LEAs:

As a single district SELPA, IDEA funds are used by the LEA to identify and serve students with disabilities.

Section D: Annual Budget Plan

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Table 4: Special Education Local Plan Area Operating Expenditures

D11. Using the fields below, identify the total projected SELPA operating expenditures by SELPA accounting codes, the amount, and the percent of total expenses. NOTE: For 2021-22 fiscal year, this table optional for single LEA SELPAs.

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	7,950,402	46.21%
Object Code 2000—Classified Salaries	2,065,516	12.01%
Object Code 3000—Employee Benefits	4,284,843	24.91%
Object Code 4000—Supplies	75,988	0.44%
Object Code 5000—Services and Operations	1,390,616	8.08%
Object Code 6000—Capital Outlay		0.00%
Object Code 7000—Other Outgo and Financing*	1,436,366	8.35%
Total Operating Expenditures	17,203,731	100.00%

D12. *Include a description of the expenditures identified under object code 7000:

Indirect cost

Section D: Annual Budget Plan

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Table 5: Projected Expenditures for Supplemental Aids and Services in the Regular Classroom and for Students with Low Incidence Disabilities

The standardized account code structure (SACS), goal 5750 is defined as "Special Education, Ages 5–22 Severely Disabled." Students with a low-incidence 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.

D13. 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

D14. Enter the total projected expenditures for supplemental aids and services (SAS) for students with disabilities who are placed in the regular education classroom and for those who are identified with low incidence (LI) disabilities.

Total Projected Expenditures for SAS in the Regular Classroom Provided to Students with Disabilities

0

Total Projected Expenditures for Students with LI Disabilities

0

D15. Using the form template provided in **Attachment V**, provide a complete distribution of projected federal and state expenditures by LEAs participating in the SELPA.

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



California Department of Education
Special Education Division
2021–22 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

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

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

Section E: Annual Service Plan

SELPA: 1901 LACOE SELPA

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☐ 210–Family Training, Counseling, Home Visits (Ages 0-2 only)

☒ *Service is Not Currently Provided*

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

This student population, ages 0-2 only, is not served within the LACOE SELPA.

☐ 220–Medical (Ages 0-2 only)

☒ *Service is Not Currently Provided*

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

This student population, ages 0-2 only, is not served within the LACOE SELPA.

☐ 230–Nutrition (Ages 0-2 only)

☒ *Service is Not Currently Provided*

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

This student population, ages 0-2 only, is not served within the LACOE SELPA.

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

☒ *Service is Not Currently Provided*

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

This student population, ages 0-2 only, is not served within the LACOE SELPA.

☐ 250–Special Instruction (Ages 0-2 only)

☒ *Service is Not Currently Provided*

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

This student population, ages 0-2 only, is not served within the LACOE SELPA.

☐ 260–Special Education Aide (Ages 0-2 only)

☒ *Service is Not Currently Provided*

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

This student population, ages 0-2 only, is not served within the LACOE SELPA.

☐ 270–Respite Care (Ages 0-2 only)

☒ *Service is Not Currently Provided*

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

This student population, ages 0-2 only, is not served within the LACOE SELPA.

☒ 340–Intensive Individual Instruction

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

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

☒ 350–Individual and Small Group Instruction

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

Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program.

☒ 415–Speech and Language

☐ *Service is Not Currently Provided*

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

Language and speech services provide 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. 5 CCR Section 3051.1; 30 EC Section 56363; 34 CFR sections 300.34 (c)

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(15), 300.8 (c)(11)

☒ 425–Adapted Physical Education

☐ *Service is Not Currently Provided*

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

Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports, and rhythms, for strength development and fitness suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully, or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program. 5 CCR Section 3051.5; 30 EC Section 56363; 34 CFR sections 300.108, 300.39 (b)(2)

☒ 435–Health and Nursing: Specialized
Physical Health Care

☐ *Service is Not Currently Provided*

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

Specialized physical health care 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. 5 CCR Section 3051.12; 30 EC sections 56363, 49423.5(d) 34 CFR Section 300.107

☒ 436–Health and Nursing: Other

☐ *Service is Not Currently Provided*

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

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

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☒ 445–Assistive Technology

☐ *Service is Not Currently Provided*

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

Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology, or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers. 5 CCR Section 3051.16; 30 EC Section 56363; 34 CFR sections 300.6, 300.105

☒ 450–Occupational Therapy

☐ *Service is Not Currently Provided*

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

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

☒ 460–Physical Therapy

☐ *Service is Not Currently Provided*

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

These services are provided, pursuant to an IEP, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home, and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents. 5 CCR Section 3051.6; 30 EC Section 56363; 34 CFR Section 300.34 (c)

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(9); California Business and Professions Code (B&PC) Chapter 5.7 sections 2600–2696; Government Code (GC) Interagency Agreement Chapter 26.5 Section 7575(a)(2)

☒ 510–Individual Counseling

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

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

☒ 515–Counseling and Guidance

☐ *Service is Not Currently Provided*

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

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

☒ 520–Parent Counseling

☐ *Service is Not Currently Provided*

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

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

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☒ 525–Social Worker

☐ *Service is Not Currently Provided*

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

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

☒ 530–Psychological

☐ *Service is Not Currently Provided*

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

These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results for parents and staff in implementing the IEP, obtaining and interpreting information about child behavior and conditions related to learning, and planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. IEP required psychological services are expected to supplement the regular guidance and counseling program. 5 CCR Section 3051.10; 34 CFR Section 300.34 (c)(10)

☒ 535–Behavior Intervention

☐ *Service is Not Currently Provided*

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

A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment. 5 CCR Section 3001(d); 34 CFR Section 300.34 (c)(10)

☒ 540–Day Treatment

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

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

☒ 545–Residential Treatment

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

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

☒ 610–Specialized Service for Low Incidence Disabilities

☐ *Service is Not Currently Provided*

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

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

☒ 710–Specialized Deaf and Hard of Hearing

☐ *Service is Not Currently Provided*

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

These services include speech therapy, speech reading, auditory training, and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel. 5 CCR sections 3051.16, 3051.18; 34 CFR Section 300.34

☒ 715–Interpreter

☐ *Service is Not Currently Provided*

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

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

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

☒ 720–Audiological

☐ *Service is Not Currently Provided*

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

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

☒ 725–Specialized Vision

☐ *Service is Not Currently Provided*

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

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

☒ 730–Orientation and Mobility

☐ *Service is Not Currently Provided*

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

Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an IEP. 5 CCR Section 3051.3; 30 EC Section 56363; 34 CFR Section 300.34 (c)(7)

☒ 735–Braille Transcription

☐ *Service is Not Currently Provided*

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

Any transcription services to convert materials from print to Braille. It may include textbooks, tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code (mathematics) and be certified by appropriate agency. 5 CCR Section 3051.16; 30 EC Section 56363; 34 CFR Section 300.8 (c)(13)

☒ 740–Specialized Orthopedic ☐ *Service is Not Currently Provided*

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

Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment. 5 CCR sections 3030(e), 3051.16; 30 EC Section 56363; 34 CFR Section 300.8 (c)(8)

☒ 745–Reading ☐ *Service is Not Currently Provided*

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

Any specialized assistance provided for students who are print-impaired, whether the impairment is the result of a visual disability, other physical disability, or reading disability. This may include but is not limited to, readers provided for examinations, textbooks, and other course related reading assignments and may also include recorded materials. 5 CCR Section 3051.16

☒ 750–Note Taking ☐ *Service is Not Currently Provided*

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

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

☒ 755–Transcription ☐ *Service is Not Currently Provided*

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

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

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for the student. This may also include dictation services as it may pertain to textbooks, tests, worksheets, or anything necessary for instruction. 5 CCR Section 3051.16

☒ 760–Recreation Service, Including
Therapeutic Recreation

☐ *Service is Not Currently Provided*

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

Therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when possible and appropriate, facilitate the pupil's integration into general recreation programs. CAC Title 5, §3051.15; 20 USC 1401(26(A)(1) 34 CFR 300.24; 34 CFR Section 300.34 (c)(11)

☒ 820–College Awareness

☐ *Service is Not Currently Provided*

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

The result of acts that promote and increase student learning about higher education opportunities, information and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility and financial aid. 5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43

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

☐ *Service is Not Currently Provided*

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

Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions. (Title 5 §3051.14) 34 CFR sections 300.39 (b)(5), 300.43

☒ 840–Career Awareness

☐ *Service is Not Currently Provided*

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

Transition services include a provision in paragraph (1)(c)(vi), self-advocacy, career planning, and career guidance. There is a need for coordination between this provision and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds. 34 CFR-§300.29 5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5),

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300.43

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

☒ 855–Job Coaching

☐ *Service is Not Currently Provided*

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

A service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled, and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance. 5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43

☒ 860–Mentoring

☐ *Service is Not Currently Provided*

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

Mentoring is a sustained coaching relationship between a student and teacher through ongoing involvement. The mentor offers support, guidance, encouragement and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal, as in planned, structured instruction, or informal that occurs naturally through friendship, counseling, and collegiality in a casual, unplanned way. 5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43

☒ 865–Agency Linkages (referral and placement)

☐ *Service is Not Currently Provided*

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

Service coordination and case management that facilitates the linkage of individualized education programs under this part 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

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(Medicaid), and Title XVI of the Social Security Act (supplemental security income). (34 CFR §613). 30 EC Section 56341.5 (f); 34 CFR Section 300.344 (3)(b)

☒ 870–Travel and Mobility Training ☐ *Service is Not Currently Provided*

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

Orientation and mobility services-- (i) Means services provided to blind or visually impaired children by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community. 5 CCR Section 3051.3; 34 CFR sections 300.39 (c)(7)

☒ 890–Other Transition Services ☐ *Service is Not Currently Provided*

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

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

☐ 900–Other Related Service



Description of the “Other Related Service”

Qualifications of the Provider Delivering “Other Related Service”

LOCAL PLAN
Attachments
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

2021–22 Local Plan Submission

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Attachment I—Local Educational Agency Listing

Participating Local Educational Agency Identification

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

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

To Add or Delete Rows:

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

LEA Membership Changes:

If an LEA was previously reported to the CDE in fiscal year 2020–21 or 2021–22 and there is a change in SELPA membership, **DO NOT DELETE** the entry. Instead, under the "LEA Status" column, select the drop-down menu and choose the applicable status option for the LEA membership change.

SELPA County/District/School Codes

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

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Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	19	10199	0	1901	Los Angeles County Office of Education	Jim	Anderson	(562) 803-8338	Anderson_Jim@la coe.edu	Previously Reported

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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.)

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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	Los Angeles County Office of Education	1,389,055	7,183,247	0	579,202	0	641,863	116,140	300,000	9,909,507
Totals:		1,389,055	7,183,247	0	579,202	0	641,863	116,140	116,140	9,909,507

Attachment III

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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, <i>and</i> SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
1	Los Angeles County Office of Education	7,950,402	2,065,516	4,284,843	75,988	1,390,616		1,436,366	17,203,731
Totals:		7,950,402	2,065,516	4,284,843	75,988	1,390,616		1,436,366	17,203,731

Attachment IV

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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	Los Angeles County Office of Education	695,342	100.00%	9,214,165	100.00%	300,000	9,909,507
Totals:		695,342	100.00%	9,214,165	100.00%	300,000	9,909,507

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

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

List	LEA Official Name (District, Charter, COE, JPA, <i>and</i> SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
1	Los Angeles County Office of Education	0	0
Totals:		0	0

Attachment VII

SELPA: 1901 LACOE SELPA

Fiscal Year: 2021–22

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

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

LEA Name	Add or Delete Row	LEA Status	Impacted SELPA Name	Impacted District, Charter, or School Name	Initiating SELPA Notification Date	SELPA Governing Board Notification Date	COE Notification Date	CDE Notification Date	Agreed Upon Effective Fiscal Year
Los Angeles County Office of Education		Delete This Row							

DO NOT
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