

# **East Valley SELPA Local Plan**

*Patty Metheny, Ed.D., Chief Administrative Officer*



670 E. Carnegie Drive  
San Bernardino, CA 92408  
Phone: 909-252-4507  
Fax: 909-252-4533  
[eastvalleyselpa.org](http://eastvalleyselpa.org)

June 2022

# Table of Contents

## **Certification Documents**

- Certification 1- Governance and Administration
- Certification 2 – Annual Budget Plan and Annual Service Plan
- Certification 3 – County Superintendent
- Certification 4 – Community Advisory Committee
- Certification 5 - Adoption by LEA School Boards

## **Sections**

- Section A – Contacts and Certifications
- Section B – Governance and Administration
- Section D – Annual Budget Plan
- Section E – Annual Service Plan

## **Attachments**

- Attachment I – Local Educational Agency Listing
- Attachment II – Projected Special Education Revenue by Local Educational Agency
- Attachment III – Projected Expenditures by Object Code by Local Educational Agency
- Attachment IV – Projected Revenue by Federal, State, and Local Funding Source by  
Local Educational Agency
- 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
- Attachment VI – Specialized Academic Instruction and Related Services by Local  
Educational Agency, Service Codes 210-900
- Attachment VII – Special Education Local Plan Area Membership Transfers and Mergers  
(to and from the SELPA)

# **CERTIFICATION DOCUMENTS**

Section A: Contacts and Certifications

SELPA

Fiscal Year

**Certification 1**

**Local Plan Section B: Governance and Administration**

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

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

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

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

**For a multiple LEA SELPA or a COE joined SELPA**

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

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

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

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

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

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

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

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

**Ted Alejandre**

**Jun 28, 2022**

Administrative Entity\*

Date

**Ted Alejandre**

**Jun 28, 2022**

SELPA Governance Council or Responsible Individual

Date

**Patty Metheny, Ed.D.**

**June 29, 2022**

SELPA Administrator

Date

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

**Certification 2**

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

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

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

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

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

**For a multiple LEA SELPA or a COE joined SELPA**

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

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

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

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.

Section A: Contacts and Certifications

SELPA

Fiscal Year

☒ 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.

**Ted Alejandre**

Administrative Entity\*

**Jun 28, 2022**

Date

**Ted Alejandre**

SELPA Governance Council or Responsible Individual

**Jun 28, 2022**

Date

**Patty Metheny, Ed.D.**

SELPA Administrator

**June 29, 2022**

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.

**SELPA** East Valley Consortium SELPA

**Fiscal Year** 2022–23

### Certification 3: County Office of Education

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

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

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

☐ Yes ☒ No

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

☒ Yes ☐ No

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

SBCSS Superintendent approval.

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

The COE certifies the SELPA is a:

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

**For a multiple LEA SELPA or a COE joined SELPA**



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

**SELPA** East Valley Consortium SELPA

**Fiscal Year** 2022–23

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

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

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

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

[Single-LEA SELPA](#)

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

[Multiple LEA SELPA or COE joined SELPA](#)

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

<https://eastvalleyselpa.org/>

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

**SELPA**

East Valley Consortium SELPA

**Fiscal Year**

2022–23

**Authorized Signature**

**Ted Alejandre**

COE Superintendent

**Jun 28, 2022**

Date

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

**SELPA** East Valley Consortium SELPA

**Fiscal Year** 2022–23

## Certification 4: Community Advisory Committee

**IMPORTANT:** Certification 4 is required when the information being submitted to the California Department of Education (CDE) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan and/or Section E: Annual Service Plan.

### Cert 4-1. Community Advisory Committee Participation

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

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

### Cert 4-2. Community Advisory Committee Review Timeline

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

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

### Cert 4-3. Community Advisory Committee Comments

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

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

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

## Authorized Signature

**Katie Castruita**

CAC Chairperson

**06/21/2022**

Date

**SELPA** East Valley Consortium SELPA

**Fiscal Year** 2022–23

## Certification 5: Local Educational Agency

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

**LEA** Colton Joint Unified School District

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

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

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

### For a multiple LEA SELPA or a COE joined SELPA

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

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

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

**SELPA** East Valley Consortium SELPA

**Fiscal Year** 2022–23

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

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

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

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

www.colton.k12.ca.us

### Cert 5-3. Submission Certification Requirements for LEAs

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

1. All district and charter LEAs must sign a Certification 5 if the Local Plan submission is for an annual amendment (due June 30) for Sections D: Annual Budget Plan, or Section E: Annual Services Plan.
2. If the submission is an amendment to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan submitted during fiscal year **2022–23**, then only the newly affected LEAs are required to submit Certification 5 with the amendment(s).
3. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

### Authorized Signature

**Frank Miranda, Ed.D.**

LEA Superintendent/Chief Administrator

**June 21, 2022**

Date

**SELPA** East Valley Consortium SELPA

**Fiscal Year** 2022–23

## Certification 5: Local Educational Agency

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

**LEA** Redlands Unified School District

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

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

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

### For a multiple LEA SELPA or a COE joined SELPA

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

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

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

**SELPA** East Valley Consortium SELPA

**Fiscal Year** 2022–23

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

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

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

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

www.redlands.k12.ca.us

### Cert 5-3. Submission Certification Requirements for LEAs

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

1. All district and charter LEAs must sign a Certification 5 if the Local Plan submission is for an annual amendment (due June 30) for Sections D: Annual Budget Plan, or Section E: Annual Services Plan.
2. If the submission is an amendment to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan submitted during fiscal year **2022–23**, then only the newly affected LEAs are required to submit Certification 5 with the amendment(s).
3. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

### Authorized Signature

**Mauricio V. Arellano**

LEA Superintendent/Chief Administrator

**Jun 21, 2022**

Date

**SELPA** East Valley Consortium SELPA

**Fiscal Year** 2022–23

## Certification 5: Local Educational Agency

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

LEA Rialto Unified School District

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

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

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

### For a multiple LEA SELPA or a COE joined SELPA

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

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



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

**SELPA** East Valley Consortium SELPA

**Fiscal Year** 2022–23

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

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

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

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

kec.rialto.k12.ca.us

### Cert 5-3. Submission Certification Requirements for LEAs

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

1. All district and charter LEAs must sign a Certification 5 if the Local Plan submission is for an annual amendment (due June 30) for Sections D: Annual Budget Plan, or Section E: Annual Services Plan.
2. If the submission is an amendment to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan submitted during fiscal year **2022–23**, then only the newly affected LEAs are required to submit Certification 5 with the amendment(s).
3. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

### Authorized Signature

**Cuauhtemoc Avila, Ed.D.**

LEA Superintendent/Chief Administrator

**06-29-22**

Date

**SELPA** East Valley Consortium SELPA

**Fiscal Year** 2022–23

## Certification 5: Local Educational Agency

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

LEA Rim of the World Unified School District

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

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

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

### For a multiple LEA SELPA or a COE joined SELPA

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

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

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

**SELPA** East Valley Consortium SELPA

**Fiscal Year** 2022–23

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

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

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

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

www.rimsd.k12.ca.us

### Cert 5-3. Submission Certification Requirements for LEAs

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

1. All district and charter LEAs must sign a Certification 5 if the Local Plan submission is for an annual amendment (due June 30) for Sections D: Annual Budget Plan, or Section E: Annual Services Plan.
2. If the submission is an amendment to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan submitted during fiscal year **2022–23**, then only the newly affected LEAs are required to submit Certification 5 with the amendment(s).
3. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

### Authorized Signature

**Michelle Murphy**

LEA Superintendent/Chief Administrator

**6-22-2022**

Date

**SELPA** East Valley Consortium SELPA

**Fiscal Year** 2022–23

## Certification 5: Local Educational Agency

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

LEA Yucaipa-Calimesa Joint Unified School District

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

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

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

### For a multiple LEA SELPA or a COE joined SELPA

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

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

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

**SELPA** East Valley Consortium SELPA

**Fiscal Year** 2022–23

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

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

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

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

yucaipaschools.com

### Cert 5-3. Submission Certification Requirements for LEAs

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

1. All district and charter LEAs must sign a Certification 5 if the Local Plan submission is for an annual amendment (due June 30) for Sections D: Annual Budget Plan, or Section E: Annual Services Plan.
2. If the submission is an amendment to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan submitted during fiscal year **2022–23**, then only the newly affected LEAs are required to submit Certification 5 with the amendment(s).
3. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

### Authorized Signature

**Cali Binks**

LEA Superintendent/Chief Administrator

**6/29/2022**

Date

# SECTIONS

## **LOCAL PLAN**

### **Section A: Contacts and Certifications**

### **SPECIAL EDUCATION LOCAL PLAN AREA**

California Department of Education

Special Education Division

2022–23 Local Plan Annual Submission

## Section A: Contacts and Certifications

SELPA

Fiscal Year

### Contact Information and Certification Requirements

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

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

A2. SELPA Identification

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

SELPA



## Section A: Contacts and Certifications

SELPA

Fiscal Year

### A3. SELPA Administrator Contact Information

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

SELPA Name	<input type="text" value="East Valley Consortium SELPA"/>		
Street Address	<input type="text" value="670 E. Carnegie Drive"/>	Zip Code	<input type="text" value="92408"/>
City	<input type="text" value="San Bernardino"/>	County	<input type="text" value="San Bernardino"/>
Mailing Address	<input type="text" value="670 E. Carnegie Drive"/>		
City	<input type="text" value="San Bernardino"/>	Zip Code	<input type="text" value="92408"/>
Administrator First Name	<input type="text" value="Patty"/>	Administrator Last Name	<input type="text" value="Metheny"/>
Administrator Title	<input type="text" value="Chief Administrative Officer"/>		
Administrator's Email	<input type="text" value="patty.metheny@sbcss.net"/>		
Telephone	<input type="text" value="(909) 252-4507"/>	Extension	<input type="text"/>

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

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

Administrative Entity Name	<input type="text" value="San Bernardino County Superintendent of Schools"/>		
Street Address	<input type="text" value="601 North E Street"/>	Zip Code	<input type="text" value="92415"/>
City	<input type="text" value="San Bernardino"/>	County	<input type="text" value="San Bernardino"/>
Contact First Name	<input type="text" value="Ted"/>	Last Name	<input type="text" value="Alejandro"/>
Contact Title	<input type="text" value="Superintendent"/>		
Email	<input type="text" value="ted.alejandro@sbcss.net"/>		

Section A: Contacts and Certifications

SELPA

Fiscal Year

Telephone

Extension

**Special Education Local Plan Area Review Requirements**

Community Advisory Committee

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

☒ Yes ☐ No

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:

County Office of Education

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

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

☒ COE responsible for approving the Local Plan

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

☐ COE responsible for approving the Local Plan

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

## Section A: Contacts and Certifications

SELPA

Fiscal Year

**Add COE**

**Delete COE**

### Public Hearing Requirements

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

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

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

Most Recent School Site Posting Date

SELPA Public Hearing Date

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

Most Recent School Site Posting Date

SELPA Public Hearing Date

### Submitting the Local Plan to the California Department of Education

#### STEP 1: Contacts and Certifications

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

#### STEP 2: SELPA Governance Structure

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

- ☐ 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

## Section A: Contacts and Certifications

SELPA

Fiscal Year

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

### STEP 3: Prior Submissions

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

Section B: Governance and Administration

Section D: Annual Budget Plan

Section E: Annual Service Plan

### STEP 4: Local Plan Collaboration

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

Add	Agency	First and Last Name	Title	Section
	East Valley SELPA	Patty Metheny, Ed.D.	Administrator-Spec. Ed.	All
	East Valley SELPA CAC	Katie Castruita	CAC	Section B
	Colton JUSD	Jennifer Morehead	Teacher-Gen. Ed.	Section B
	Colton JUSD	William Pereira	Administrator-Spec. Ed.	Section B
	Redlands USD	Scott Bohlender	Administrator-Gen. Ed.	Section B
	Redlands USD	Kristine Hubbard, Ed.D.	Administrator-Spec. Ed.	Section B
	Redlands USD	Candace Kostiuk	Teacher-Spec. Ed.	Section B
	Redlands USD	Rosalie Maglanoc-DeVera	Teacher-Spec. Ed.	Section B

## Section A: Contacts and Certifications

SELPA East Valley Consortium SELPA

Fiscal Year 2022–23

Add	Agency	First and Last Name	Title	Section
■	Rialto USD	Earlene Hyman	Administrator-Spec. Ed.	Section B
■	Rialto USD	Johnnie Simmons	Teacher-Gen. Ed.	Section B
■	Rim of the World USD	Danielle Moore	Teacher-Spec. Ed.	Section B
■	Rim of the World USD	Derek Swem	Administrator-Spec. Ed.	Section B
■	SBCSS-COE	Tyrese Crawford	Teacher-Spec. Ed.	Section B
■	SBCSS-COE	Lori Eder	Teacher-Spec. Ed.	Section B
■	SBCSS-COE	Vicki Ford	Administrator-Spec. Ed.	Section B
■	SBCSS-COE	Lisa Garcia	Administrator-Spec. Ed.	Section B
■	Yucaipa-Calimesa JUSD	Darnelle Gayle	Teacher-Spec. Ed.	Section B
■	Yucaipa-Calimesa JUSD	Jennifer Isaac	Administrator-Spec. Ed.	Section B
■	Yucaipa-Calimesa JUSD	Kathy Miller	Administrator-Gen. Ed.	Section B
■	Yucaipa-Calimesa JUSD	Karen Ortiz	Teacher-Spec. Ed.	Section B
■	Yucaipa-Calimesa JUSD	Jim Stolze	Administrator-Spec. Ed.	Section B
■	East Valley SELPA	Anne-Marie Foley	Administrator-Spec. Ed.	Multiple
■	East Valley SELPA	Rick Homutoff, Ed.D.	Administrator-Spec. Ed.	Multiple
■	East Valley SELPA	Andrea Tennyson	Administrator-Spec. Ed.	Multiple
■	East Valley SELPA	Tracy Schroeder	Administrator-Spec. Ed.	Multiple
■	East Valley SELPA	Jo-Ann Vargas	Administrator-Spec. Ed.	Multiple
■	East Valley SELPA	Shannon Vogt	Administrator-Spec. Ed.	Multiple
■	East Valley SELPA	Helen Junker	Administrator-Spec. Ed.	Multiple

## Section A: Contacts and Certifications

SELPA

Fiscal Year

Add	Agency	First and Last Name	Title	Section
<input checked="" type="checkbox"/>	East Valley SELPA	Rosalva Contreras	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
- ☒ 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

### STEP 6: Electronic Signatures

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

### STEP 7: Final Check

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

## **LOCAL PLAN**

### **Section B: Governance and Administration**

### **SPECIAL EDUCATION LOCAL PLAN AREA**



California Department of Education

Special Education Division

January 2020

SELPA East Valley Consortium SELPA

Fiscal Year 2020-21

## 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:

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

The East Valley SELPA is a multi-district SELPA composed of five school districts. In addition the San Bernardino County Superintendent of Schools East Valley Operations, henceforth referred to as SBCSS Ev-Ops, provides services as agreed to by the school districts. The school districts, or LEAs, that comprise the East Valley SELPA are Colton Joint Unified School District, Redlands Unified School District, Rialto Unified School District, Rim of the World Unified School District, and Yucaipa-Calimesa Joint Unified School District.

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 East Valley SELPA Board of Directors is the governing board of the East Valley SELPA. The East Valley SELPA Board of Directors is composed of the Superintendents from each participating school district and along with the Assistant Superintendent of Student Services for SBCSS. Members of the East Valley SELPA Board of Directors are responsible to their respective local school Boards. The superintendent of SBCSS serves as the chair of the Board while the East Valley SELPA administrator serves as the secretary to the Board.

The SELPA Administrator, through the utilization of SELPA staff and appropriate committees, carries out the activities and duties assigned by the East Valley SELPA Board of Directors to coordinate the SELPA and implement the Local Plan. The SELPA Administrator facilitates regular meetings of the East Valley SELPA Steering Committee in order to transmit information for implementation of the directives and policies of the Board of Directors and for the development of procedures. The Steering Committee is composed of the Special Education Directors of each participating LEA of the East Valley SELPA, and the Area Director of SBCSS-East Valley Operations. The LEA special education directors are responsible, as individuals, for the operation of school district programs to ensure that all eligible children with disabilities receive appropriate



SELPA East Valley Consortium SELPA

Fiscal Year 2020-21

services. In addition, the East Valley SELPA Community Advisory Committee (CAC) acts in an advisory capacity to the SELPA Administrator to report on issues and activities of the CAC for review and consideration, and to participate in the development, amendment, and review of the Local Plan.

The SELPA provides a coordinating function and serves as staff to each of the groups. Thus, a smooth and efficient operation of the administrative structure is achieved to assure a successful implementation of the Local Plan for Special Education in accordance with the policies adopted by the SELPA Board of Directors.

Changes to the governance structure of the East Valley SELPA may occur with the addition or withdrawal of an LEA in accordance with Ed Code 56195.1 and all relevant statutes. The following shall apply for LEAs being added to the East Valley SELPA:

- a. An LEA may request to participate in the East Valley SELPA at any time with participation to begin July 1 of the following fiscal year.
- b. The SELPA Administrator will notify the SELPA Board of Directors, SBCSS, and the California State Department of Education within 30 days of receipt of the request.
- c. The SELPA Administrator and/or SELPA staff will review the request and make a written recommendation, including a thorough analysis of governance and fiscal implications caused by such proposed action, within 60 days of receipt of the notice.
- d. The SELPA Board of Directors will receive copies of the written recommendation at least 10 days prior to the item appearing on an agenda.
- e. The SELPA Board of Directors will take action to approve or disapprove the LEA request to participate in the SELPA within 100 days of notice receipt.
- f. If approved, the request to participate will become effective on July 1 of the next fiscal year.
- g. The new LEA shall participate in the governance of the SELPA in the same manner as other LEAs of the SELPA.
- h. The new LEA shall participate in state and federal funding for special education and will receive the funding in the same manner as other LEAs of the SELPA as specified in the East Valley SELPA Fiscal Allocation Plan

The following shall apply for LEAs withdrawing from the East Valley SELPA:

- a. The Superintendent of the LEA requesting withdrawal must submit written notice, with details of the plan to withdraw, to the SELPA Administrator at least one year and one day prior to the proposed effective date of the implementation to withdraw. Withdrawals can only occur on July 1 of any given year.
- b. The SELPA Administrator will notify the SELPA Board of Directors, SBCSS, and the California State Department of Education within 30 days of receipt of the request to withdraw.
- c. The SELPA Administrator and/or SELPA staff will review the notice and make a written recommendation, including a thorough analysis of governance or fiscal implications caused by such proposed action, within 60 days of receipt of the notice.

## Section B: Governance and Administration

SELPA East Valley Consortium SELPA

Fiscal Year 2020-21

- d. The SELPA Board of Directors will receive copies of the written recommendation at least 10 days prior to the item appearing on an agenda.
- e. The SELPA Board of Directors will take action to approve or disapprove the LEA withdrawing from the SELPA within 100 days of notice receipt.
- f. If approved, the withdrawal will become effective on July 1 of the next fiscal year.
- g. Any LEA initiating a proposal to withdraw from the SELPA shall bear the total cost of consultants retained by the LEA or SELPA to provide a thorough analysis of governance or fiscal implications caused by such proposed action. In addition, any due process costs associated with a withdrawal from SELPA or program transfer within the SELPA shall be born entirely by the district initiating the change.

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:

The East Valley SELPA Board of Directors is responsible for reviewing each proposed policy and may approve, disapprove or request the revision of policies presented to it. The Board of Directors may also initiate policy development. It is the responsibility of the Board of Directors to adopt necessary policies for the operation of SELPA activities, including, but not limited to, the implementation of the Local Plan.

The SELPA Administrator has the responsibility to review and propose policies for the operation of special education programs and services within the SELPA. The SELPA Steering Committee may be consulted. The SELPA Administrator may provide such policy to the Board of Directors with the recommendation for approval, disapproval, or modification of proposed policy.

In addition, policy making responsibilities are fulfilled by member school district local boards of education. Each SELPA member district governing board of education has the responsibility to assure there are program options available to all students with disabilities within its attendance area. LEA governing boards of education make policy and procedural decisions for programs and services operated by their respective districts. LEAs are responsible for the compliance of programs which they operate.

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:

The San Bernardino County Superintendent of Schools (SBCSS) is designated as the official administrative unit (AU) of the East Valley SELPA to assure the implementation of the Local Plan and SELPA policies, agreements, and procedures of the East Valley Board of Directors in cooperation with participating LEAs. The distribution of federal and state funds is the responsibility of SBCSS in accordance with the East Valley SELPA's Fiscal Allocation Plan and policies, agreements and procedures of the East Valley SELPA Board of Directors. SBCSS accepts regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA in accordance with directives of the East Valley

## Section B: Governance and Administration

SELPA East Valley Consortium SELPA

Fiscal Year 2020-21

SELPA Board of Directors.

The East Valley SELPA Administrator is employed by the AU Superintendent. The employment, supervision, evaluation and discipline of the SELPA administrator follows the procedures and guidelines of the SBCSS Human Resources Department. SELPA staff members are employed by SBCSS upon recommendation from the SELPA Administrator. Supervision, evaluation, and discipline of the East Valley SELPA staff employed by the AU in support of the Local Plan is the responsibility of the SELPA Administrator.

When SBCSS provides special education services, the relevant contracts between the county office and its employees governing wages, hours, and working conditions shall supersede the like provisions contained in any agreements by an LEA receiving such services.

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

Charter schools and/or other districts applying for LEA status within the East Valley SELPA shall submit a justification specifying why membership as an East Valley SELPA LEA is preferable to other alternatives. A request by a charter school to participate in the SELPA as an LEA will not be treated differently from a similar request made by a school district. The charter school shall participate in state and federal funding for special education and the allocation plan, and governance of the special education local plan area in the same manner as other LEAs in the East Valley SELPA.

This policy applies to all dependent charter schools that are chartered by educational entities located within East Valley SELPA, as well as independent charter schools designated as a Local Education Agency (LEA). Additionally, this policy applies to any charter school petition granted by the County Board of Education or State Board of Education (SBE) in which oversight responsibilities have been assigned to a district within the SELPA (E.C. 47605(k)(1)). In compliance with E.C. 47645, the East Valley SELPA will treat the review and approval of a charter school's request to be an LEA in the same manner as a request from another district to join the SELPA.

As students enrolled in charter schools are entitled to special education services provided by State and Federal funding, the charter schools shall follow all applicable requirements of State and Federal law regarding provision of special education services (E.C. 56000 et seq.), Individuals with Disabilities Education Act (20 U.S.C. Chapter 33).

#### Policy Statement

Special education and related services shall be provided to all eligible individuals within East Valley SELPA in accordance with this Local Plan. Students enrolled in charter schools chartered within the county shall receive services in a manner similar to students enrolled in member districts within the SELPA. Funding for special education services, participation in the governance structure, and responsibility for provision of services shall be based on the status of the individual charter school.

SELPA East Valley Consortium SELPA

Fiscal Year 2020-21

All approved charter schools will be deemed as public schools within a district unless the charter school has been deemed an LEA.

1. SELPA Involvement with Approval and Renewal of Charters: Prior to approval of a new charter or renewal of an existing charter, the superintendent or designee of the chartering entity may consult with the SELPA Administrator regarding the status of the charter school. In order to be deemed an LEA, the chartering entity will provide assurances that all eligible students, including those students enrolled in the charter school, will receive appropriate special education services.

2. Status of Charter Schools: For the purposes of provision of special education services, charter schools may be deemed either an LEA or a public school within the chartering district.

- a. Public School Within a School District: Charter schools that are deemed to be public schools within a district will participate in the State and Federal funding in the same manner as other schools within the chartering district. The chartering district will be responsible for ensuring that all children with disabilities enrolled in the charter school receive special education and designated instructional services in a manner that is consistent with all applicable provisions of State and Federal law. The district will determine the policies and procedures necessary to ensure that the protections of special education law extend to students in the charter school in the same manner as students in the regular program.

The chartering district will receive all applicable special education funds. The chartering district will represent the needs of charter schools, like other schools within the district, in the SELPA governance structure. The chartering district will be responsible for ensuring that all eligible students are appropriately served. The district will be responsible for procuring and funding appropriate special education services, even though the student may reside anywhere in the State of California.

The district and the charter school may enter into agreements whereby the charter school is billed for excess costs associated with providing special education services to identified students, including the administration of special education programs. The charter school should also be held fiscally responsible for a fair share of any encroachment on district general funds that is created by the provision of special education services throughout the district similar to non-charter schools within the SELPA.

- b. Charter School as an LEA Within the SELPA: A charter school may apply to become an LEA for the provision of special education services. Application must be made to the SELPA by February 1 of the school year preceding the school year in which the charter school anticipates operating as an LEA within the SELPA. The SELPA Board of Directors will make the final determination whether the charter school has met all requirements of an LEA. The special education requirements include:

- Meet the terms of the assurances required in the Local Plan regarding Identification, Screening, Referral, Assessment, Instructional Planning, Implementation, and review.
- Meet the terms of the assurances required in the Local Plan regarding Procedural

SELPA East Valley Consortium SELPA

Fiscal Year 2020-21

Safeguards.

- Meet the terms of the assurances required in the Local Plan regarding Regionalized Services.

c. Once deemed an LEA, the charter school will be responsible for and entitled to the following:

- Participate in governance of the SELPA in the same manner as other districts within the SELPA.
- Participate in State and Federal funding for special education in accordance with the SELPA Allocation Plan in the same manner as other LEAs within the SELPA.
- Be responsible for all costs incurred in the provision of special education services. These costs may include, but are not limited to, instruction, transportation, non-public school/ agency placements, inter/intra SELPA placements, due process proceedings, complaints, and attorney fees.
- Provide a current operating budget in order to assure fiscal responsibility in accordance with E.C. Sections 42130 and 42131.
- Provide a copy of the Charter.
- Provide assurances that students and staff will be instructed in a safe environment.

3. Administrative Guidelines

- a. A petition for the creation of a charter school, or renewal of an existing charter, which seeks to be deemed an LEA, must contain adequate assurances that the proposed school will comply with all applicable provisions of State and Federal law and implementing regulations related to the rights of children with disabilities and their parents (20 U.S.C. Chapter 33, Individuals with Disabilities Education Act).
- b. The governing board shall require that a petition include the means by which the charter school intends to serve students with disabilities.
- c. The governing board shall require that a petition contain assurances that no student will be denied admission to the charter school based on disability or lack of available services.
- d. Prior to approving a charter school petition, the superintendent or designee of the chartering entity may consult with the SELPA Administrator regarding the provision of special education services to students enrolled in the prospective charter school.
- e. The charter petition, or an accompanying Memorandum of Understanding or Business

## Section B: Governance and Administration

SELPA East Valley Consortium SELPA

Fiscal Year 2020-21

Services Agreement, may provide for the allocation of excess costs and/or the charter school's fair share of special education encroachment on the district general fund.

- f. Once admitted to a charter school, any special education services required by enrolled students will be provided by the chartering district if the school is deemed a public school within the district, or by the charter school if deemed an LEA, or by contractual arrangement.
- g. If a charter school IEP team places a student in a special education program provided by another educational entity (i.e., a COE, non-public school, non-public agency, or another district or SELPA), the charter school will be responsible for any excess costs attributable to the placement, similar to other districts within the SELPA. Responsibility for excess costs will rest with the placing charter school.
- h. A district IEP team may place a student in a charter program only with agreement between responsible educational entities and parental consent. Under such circumstances, the placing district will be responsible for any excess costs in accordance with the Local Plan.
- i. The chartering district will be allocated all special education funds that are generated by a charter school that is deemed a public school. The chartering district will represent the needs of the charter schools that are deemed public schools in the SELPA governance structure. The charter school will receive SELPA services in the same manner as other schools within the chartering district.
- j. If the approval of a charter school requires a change in the SELPA allocation plan, such change shall be adopted pursuant to the policy making process outlined in the SELPA Local Plan.
- k. If the charter school wishes to be deemed an LEA, the approved charter school will apply to the SELPA for LEA status prior to February 1 of the preceding school year.
- l. Charter schools that are deemed an LEA will be allocated special education funds in the same manner as other districts within the SELPA. Charter schools that are deemed an LEA will be included in the SELPA governance structure in the same manner as other districts within the SELPA.

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 member districts of the East Valley SELPA select and appoint representatives to the EV SELPA Community Advisory Committee CAC that are approved to participate by their respective school boards. In addition, community members may participate in CAC meetings. Members of



## Section B: Governance and Administration

SELPA East Valley Consortium SELPA

Fiscal Year 2020-21

the EV SELPA CAC are involved in the development of the local plan through their attendance at regularly scheduled CAC meetings. The schedule of meetings is developed and provided annually. The EV SELPA CAC advises the SELPA during the development of the Local Plan by providing input and reviewing plan drafts to ensure adequate and effective participation and communication regarding the revisions to the Local Plan. It serves as a forum for members of the public to address questions or concerns regarding the Local Plan.

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:

The East Valley SELPA Local Plan Committee shall be comprised of general education and special education teachers selected by their peers, along with general education and special education administrators selected by their school district superintendents, and representatives of charter schools selected by their charter school directors. Employees of the EV SELPA may also participate on the East Valley SELPA Local Plan Committee. The Committee shall meet at designated times to provide input on the development of the Local Plan and to review drafts of the Plan as well as make recommendations to the SELPA Administrator regarding revisions to the Plan. In addition, parent members of the EV SELPA CAC shall also make recommendations to the SELPA Administrator regarding revisions of the Plan via regularly scheduled CAC meetings.

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:

The San Bernardino County Superintendent of Schools (SBCSS) is the designated administrative unit (AU) for the East Valley SELPA. As the AU, SBCSS shall assure the implementation of the Local Plan and SELPA policies, agreements and procedures in cooperation with each member district of the SELPA. SBCSS is responsible for the receipt and distribution of special education funds to member district and SELPA accounts for the operation of special education programs and services pursuant to the East Valley SELPA Fiscal Allocation Plan. SBCSS provides administrative support and employs SELPA staff to coordinate implementation of the Plan.

9. Describe the contractual agreements and the SELPA's system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan:

Per the bylaws of the East Valley SELPA Board of Directors, each member district affirms ongoing participation in the SELPA at the annual reorganization meeting. Member districts and SBCSS Ev-Ops are the providers of special education programs and services within the SELPA. The participating LEAs in the EV SELPA are responsible as individuals for the operation of Local Education Agency (LEA) programs to ensure that all eligible children with disabilities receive appropriate services. In addition, SELPA staff may be employed to provide areas of specialized expertise or service, which shall be available to member districts and SBCSS East Valley-

## Section B: Governance and Administration

SELPA East Valley Consortium SELPA

Fiscal Year 2020-21

Operations, upon approval by the Board of Directors.

### 10. For multi-LEA local plans, specify:

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

The East Valley SELPA member district governing boards, as elected officials, are involved in the policy making process through the local superintendent's or equivalent administrator's participation in the East Valley SELPA Board of Directors. Each LEA governing board has the responsibility to assure that there are program options available to all students with disabilities within its attendance area. This is accomplished through the active participation of the East Valley SELPA Board of Director members, who shall responsibly address the resource needs of participating school districts. Each school district superintendent is responsible for informing the respective governing board of updates and changes to the SELPA policies. LEA governing boards make policy and procedural decisions for programs and services operated by their respective districts. LEAs are responsible for compliance and due process issues for programs which they operate. Each LEA Board shall appoint representatives to the Community Advisory Committee. Specific responsibilities include:

1. Adoption of the East Valley SELPA Local Plan.
2. Exercise authority over the programs they directly maintain consistent with the Local Plan for the SELPA and individual LEA policies.
3. Appoint members to the East Valley SELPA Community Advisory Committee (CAC) in accordance with CAC bylaws and LEA policies.
4. Encourage parental involvement through the members of CAC, receive and consider requests and recommendations from their CAC representatives and other parent groups.
5. Review formal complaints forwarded by the respective LEA Superintendents as outlined in the LEA's Uniform Complaint Procedures.
6. Address questions and concerns of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the Local Plan.

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

Each LEA superintendent shall represent the LEA as a member of the East Valley Board of Directors. The responsibilities of each LEA superintendent for the implementation of the Local Plan shall be to the following:



Section B: Governance and Administration

SELPA East Valley Consortium SELPA

Fiscal Year 2020-21

1. Assure that all special education programs and services are operated in accordance with state and federal law, the Local Plan, and the policies, agreements, and procedures approved by the Board of Directors.
2. Assure that the LEA maintains an accounting system adequate to provide federal, state and local reports to include program and fiscal reports required by the East Valley SELPA.
3. Submit Public Law 108-446 (formerly P.L. 101-476) budgets and expenditure reports for grant funds;
4. Attend all East Valley SELPA Board meetings and participate as a voting member;

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

It is the responsibility of each LEA special education administrator and county administrator of special education to assure that all LEA/county policies operate within federal and state laws and regulations.

Each LEA has a responsibility to participate in SELPA Steering and other committee meetings to facilitate understanding and knowledge in coordinating the administration of the Local Plan. The various committees provide a communication network on current and important issues related to special education laws, regulations, state requirements, and programmatic issues.

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:

*Role of the AU (SBCSS)* - The East Valley SELPA Administrator is employed by SBCSS, the AU. Employment, supervision, evaluation and discipline follow the SBCSS Human Resources Branch standard operating procedures. East Valley SELPA staff members are employed by SBCSS upon recommendation from the East Valley SELPA Administrator. Supervision, evaluation, and discipline of the East Valley SELPA staff employed by SBCSS in support of the Local Plan is the responsibility of the East Valley SELPA Administrator.

*Role of the SELPA Administrator* - The East Valley SELPA Administrator, following the requirements of the SBCSS Human Resources Branch, hires, supervises, evaluates and disciplines the staff employed by the administrative unit in support of the Local Plan.

*Roles of the Individual LEAs* - Not applicable

SELPA East Valley Consortium SELPA

Fiscal Year 2020-21

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

*Role of the AU (SBCSS)* - The receipt and distribution of state and federal funds in compliance with the Fiscal Allocation Plan of the East Valley SELPA is the responsibility of SBCSS.

*Role of the SELPA Administrator* - The East Valley SELPA administrator provides oversight and leadership for the development of the East Valley SELPA Fiscal Allocation Plan. Fiscal administration and the allocation of state and federal funds pursuant to the Fiscal Allocation Plan is the responsibility of the East Valley SELPA Administrator to assure the administration of the allocation of resources to the SELPA and member LEAs.

*Roles of the Individual LEAs* - Each member district of the East Valley SELPA accepts state and federal funds to operate special education programs and services. Member districts are required to provide federal, state and local reports and submit budget and expenditure reports for grant funds.

- c. The operation of special education programs:

*Role of the AU (SBCSS)* - SBCSS assures the implementation of the Local Plan and SELPA policies, agreements and procedures in cooperation with each member district of the SELPA for the operation of special education programs. SBCSS provides administrative support and employs SELPA staff to coordinate the implementation of the Local Plan to assure the operation of special education programs. As part of the full continuum of special education services, SBCSS operates a regional program for students with moderate to severe disabilities, and provides related special education services. East Valley SELPA member districts, via individual IEP team meetings, determine the appropriateness of these services and provides SBCSS with the fiscal means to do so via a fee-for-service agreement approved by the Board of Directors for students ages 3 to 22 years. SBCSS also provides infant services via IFSP to infants/families within the SELPA.

*Role of the SELPA Administrator* - The SELPA Administrator plans, organizes, coordinates, directs, and manages program activities and services related to Local Plan implementation; coordinates various agencies involved with providing services for individuals with exceptional needs; and provides for a comprehensive continuum of services and programs for individuals with exceptional needs. The East Valley SELPA Administrator assures equal access to all programs and services in the SELPA and provides advice to the public, including parents or guardians of individuals with exceptional needs who are receiving services under the Local Plan, on the availability of established due process and legal service options and procedures. In cooperation with the California Department of Education, the SELPA Administrator provides information to ensure that all special education pupils receive due process of law.

*Roles of the Individual LEAs* - The member districts of the East Valley SELPA are responsible for the operation of special education programs to ensure that all eligible children with disabilities receive appropriate services.

## Section B: Governance and Administration

SELPA East Valley Consortium SELPA

Fiscal Year 2020-21

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

*Role of the AU (SBCSS)* - SBCSS accepts and distributes federal and state funds in accordance with the East Valley SELPA's Fiscal Allocation Plan and policies, agreements and procedures of the East Valley SELPA Board of Directors. SBCSS monitors, processes and provides to CDE expenditure reports for grant funds on behalf of the SELPA and its member districts.

*Role of the SELPA Administrator* - The East Valley SELPA Administrator, under the direction of the Board of Directors, implements and administers the SELPA budget for the establishment of designated services. The SELPA Administrator provides oversight for assuring adherence of fiscal reporting requirements to ensure the appropriate use of federal, state and local funds for special education programs.

*Roles of the Individual LEAs* - Each member district of the East Valley SELPA maintains an accounting system adequate to provide federal, state and local reports to include program and fiscal reports required by the East Valley SELPA and submit budgets and expenditure reports for grant funds.

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:

*Role of the RLA/AU:* SBCSS as the administrative unit of the East Valley SELPA assures the implementation of the Local Plan by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA in accordance with directives of the East Valley SELPA Board of Directors.

*Role of the Administrator of the SELPA:* The SELPA Administrator ensures the development, facilitation and oversight of the EV SELPA Low Incidence Guidelines and Procedures describing how specialized equipment and services are distributed within the SELPA. This includes facilitating the development and approval of SELPA practices and procedures necessary to minimize the necessity to serve students in isolated sites and maximize the opportunities to serve students in the least restrictive environment.

*Role of the individual LEAs:* The member districts of the East Valley SELPA ensure specialized equipment and services are distributed within the SELPA that minimize the necessity to serve students in isolated sites and maximize the opportunities to serve students in the least restrictive environment by adhering to the EV SELPA Low Incidence Guidelines and Procedures.

## 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

## Section B: Governance and Administration

SELPA

Fiscal Year

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)

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:

## Section B: Governance and Administration

SELPA

Fiscal Year

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:

☒ 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

## Section B: Governance and Administration

SELPA

Fiscal Year

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 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,

## Section B: Governance and Administration

SELPA

Fiscal Year

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

---

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

---

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

Policy/Procedure Number:



## Section B: Governance and Administration

SELPA

Fiscal Year

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:

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



## Section B: Governance and Administration

SELPA

Fiscal Year

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)

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:

## Section B: Governance and Administration

SELPA

Fiscal Year

"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)

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

---

### 19. Public Participation: 20 USC Section 1412(a)(19)

Policy/Procedure Number:

Policy/Procedure Title:

## Section B: Governance and Administration

SELPA

Fiscal Year

Document Location:

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

☒ Yes ☐ No

---

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

---

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

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:

## Section B: Governance and Administration

SELPA

Fiscal Year

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

### 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:

Document Title:

Document Location:

Section B: Governance and Administration

SELPA East Valley Consortium SELPA

Fiscal Year 2020-21

Description:

Direct Instructional support provided by the program specialist: Not applicable.

Role of the RLA/AU: SBCSS as the administrative unit of the East Valley SELPA assures the implementation of the Local Plan by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA in accordance with directives of the East Valley SELPA Board of Directors.

Role of the Administrator of the SELPA: The SELPA Administrator ensures that the local plan is implemented and makes recommendations to the East Valley SELPA Board of Directors when revisions are needed. This includes facilitating the development and approval of SELPA policies and procedures necessary to implement the local plan.

Role of the individual LEAs: The member districts of the East Valley SELPA ensure a full continuum of services are available in order to provide a free and appropriate public education to all students with disabilities for whom they are responsible. The individual LEAs, through their representative to the Board of Directors, approve any policies and procedures needed to implement the local plan.

2. Coordinated system of identification and assessment:

Reference Number: EV Administrative Coordination 2.02

Document Title: Coordination of the SELPA and the Implementation of the Local Plan

Document Location: EV SELPA Admin Office/Sp Ed Policy & Procedural Manual/Regional Operations/Page C-2

Description:

Direct Instructional support provided by the program specialist: The program specialists of the East Valley SELPA observe, consult and assist service providers.

Role of the RLA/AU: Not applicable.

Role of the Administrator of the SELPA: The SELPA Administrator ensures each LEA conducts child find activities. The SELPA provides technical support to LEAs and guidance to parents, as needed. The SELPA participates in child find activities by establishing policies and procedures for the member LEAs and ensures appropriate interagency

## Section B: Governance and Administration

SELPA East Valley Consortium SELPA

Fiscal Year 2020-21

agreements are in place.

Role of the individual LEAs: The member districts of the East Valley SELPA are responsible for identifying and assessing all students for whom they are responsible.

### 3. Coordinated system of procedural safeguards:

Reference Number: EV Administrative Coordination 2.03

Document Title: Coordination of the SELPA and the Implementation of the Local Plan

Document Location: EV SELPA Admin Office/Sp Ed Policy & Procedural Manual/Regional Operations/Page C-3

Description:

Direct Instructional support provided by the program specialist: The program specialists of the East Valley SELPA provide support for alternate dispute resolution activities within districts as requested by parents and districts. The program specialists also assure procedural safeguards by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, services and placement.

Role of the RLA/AU: SBCSS assures a coordinated system of procedural safeguards by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

Role of the Administrator of the SELPA: The SELPA administrator ensures that parents are provided with a copy of their procedural safeguards upon request and maintains a copy of the procedural safeguards on the SELPA website. The SELPA Administrator oversees the provision of alternate dispute resolution activities as requested by parents and districts. The SELPA administrator also assures procedural safeguards by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, services and placement.

Role of the individual LEAs: The member districts of the East Valley SELPA provide procedural safeguards to parents consistent with the education code, assist parents with understanding them, and ensures that they are implemented. The LEAs assist parents with filing complaints with the Office of Administrative Hearings when requested.

Section B: Governance and Administration

SELPA East Valley Consortium SELPA

Fiscal Year 2020-21

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

Reference Number:	EV Administrative Coordination 2.04
Document Title:	Coordination of the SELPA and the Implementation of the Local Plan
Document Location:	EV SELPA Admin Office/Sp Ed Policy & Procedural Manual/Regional Operations/Page C-4
Description:	<p>Direct Instructional support provided by the program specialist: The program specialists of the East Valley SELPA provide staff development, program development, and innovation of special methods and approaches.</p> <p>Role of the RLA/AU: SBCSS assures a coordinated system of staff development and parent and guardian education by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.</p> <p>Role of the Administrator of the SELPA: Regularly, the SELPA Administrator collects input from the member district special education directors and other staff members to determine staff development needs. The SELPA Administrator provides oversight in the development and provision of needed staff development and supports. On an annual basis, the East Valley SELPA Community Advisory Committee (CAC) provides input on parent/guardian education needs. The SELPA Administrator provides oversight in the development and provision of identified parent and guardian education.</p> <p>Role of the individual LEAs: The member districts of the East Valley SELPA determine their staff development and parent/guardian education, based on their local needs. They may seek technical assistance or input from the SELPA. They ensure the use of resources for employees to participate in staff development.</p>

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

Reference Number:	EV Administrative Coordination 2.05
Document Title:	Coordination of the SELPA and the Implementation of the Local Plan
	EV SELPA Admin Office/Sp Ed Policy & Procedural Manual/Regional

Section B: Governance and Administration

SELPA East Valley Consortium SELPA

Fiscal Year 2020-21

Document Location: Operations/Page C-5

Description:

Direct Instructional support provided by the program specialist: The program specialists of the East Valley SELPA identify and coordinate curricular resources for students with disabilities.

Role of the RLA/AU: SBCSS assures a coordinated system of curriculum development and alignment with the core curriculum by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

Role of the Administrator of the SELPA: The SELPA Administrator provides technical assistance and staff development, as requested or determined appropriate, to assure a coordinated system of curriculum development and alignment with the core curriculum.

Role of the individual LEAs: The member districts of the East Valley SELPA determine their needs for curriculum development and alignment with the core curriculum, based on their local needs.

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

Reference Number: EV Administrative Coordination 2.06

Document Title: Coordination of the SELPA and the Implementation of the Local Plan

Document Location: EV SELPA Admin Office/Sp Ed Policy & Procedural Manual/Regional Operations/Page C-6

Direct Instructional support provided by the program specialist: When requested, the program specialist of the East Valley SELPA evaluate the effectiveness of programs for students with disabilities.

Role of the RLA/AU: SBCSS assures a coordinated system of internal program review, evaluation of effectiveness of the local plan, and implementation of the local plan accountability system by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

Role of the Administrator of the SELPA: The SELPA Administrator ensures the Local Plan is reviewed and evaluated on an ongoing basis



## Section B: Governance and Administration

SELPA East Valley Consortium SELPA

Fiscal Year 2020-21

Description:

to determine the effectiveness of its implementation. The SELPA Administrator ensures the submission annually of all information required by CDE, in this effort, including statistical data, program information, and fiscal information related to programs and services for pupils with disabilities. The SELPA Administrator supports member districts in the collection of data related to compliance, due process procedures, availability of services, and key performance indicators, as needed.

Role of the individual LEAs. The member districts of the East Valley SELPA individually review and monitor Annual Performance Reports, the California School Dashboard, and other data sources to ensure students with disabilities receive a free and appropriate public education. Individual LEAs will also engage in monitoring activities as required by the CDE.

### 7. Coordinated system of data collection and management:

Reference Number:

EV Administrative Coordination 2.07

Document Title:

Coordination of the SELPA and the Implementation of the Local Plan

Document Location:

EV SELPA Admin Office/Sp Ed Policy & Procedural Manual/Regional Operations/Page C-7

Description:

Direct Instructional support provided by the program specialist: Not applicable.

Role of the RLA/AU: SBCSS assures a coordinated system of data collection and management by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

Role of the Administrator of the SELPA: The SELPA Administrator approves and certifies the California Longitudinal Assessment and Pupil Data System (CALPADS) submission of each member LEA as required by the California Department of Education. The SELPA provides technical assistance and training to LEAs in data collection and management.

Role of the individual LEAs: The member districts of the East Valley SELPA LEAs are responsible for data entry, quality and integrity. The LEAs approve and certify the California Longitudinal Assessment and Pupil Data System (CALPADS) submission as required by the California

Section B: Governance and Administration

SELPA East Valley Consortium SELPA

Fiscal Year 2020-21

Department of Education.

8. Coordination of interagency agreements:

Reference Number: EV Administrative Coordination 2.08

Document Title: Coordination of the SELPA and the Implementation of the Local Plan

Document Location: EV SELPA Admin Office/Sp Ed Policy & Procedural Manual/Regional Operations/Page C-8

Description:

Direct Instructional support provided by the program specialist: Not applicable,

Role of the RLA/AU: SBCSS assures the coordination of interagency agreements by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

Role of the Administrator of the SELPA: The SELPA Administrator ensures that interagency agreements are in place as required by California Education Code and provides technical assistance and dispute resolution as needed. The SELPA Administrator, or designee, serves on committees as interagency agreements are being reviewed, revised, or developed.

Role of the individual LEAs: The member districts of the East Valley SELPA through their representative to the Board of Directors approve and implement interagency agreements as appropriate.

9. Coordination of services to medical facilities:

Reference Number: EV Administrative Coordination 2.09

Document Title: Coordination of the SELPA and the Implementation of the Local Plan

Document Location: EV SELPA Admin Office/Sp Ed Policy & Procedural Manual/Regional Operations/Page C-9

Direct Instructional support provided by the program specialist: The program specialists of the East Valley SELPA when requested provide technical assistance to assure pupils have a full educational opportunity regardless of the district of residence or location of services provided.

Role of the RLA/AU: SBCSS assures the coordination of services to

Section B: Governance and Administration

SELPA East Valley Consortium SELPA

Fiscal Year 2020-21

Description:

medical facilities by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

Role of the Administrator of the SELPA: The SELPA administrator facilitates the coordination of services to medical facilities by the designated LEAs.

Role of the individual LEAs: Individuals with exceptional needs who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes are the educational responsibility of the East Valley SELPA member district in which the hospital or facility is located.

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

Reference Number: EV Administrative Coordination 2.10

Document Title: Coordination of the SELPA and the Implementation of the Local Plan

Document Location: EV SELPA Admin Office/Sp Ed Policy & Procedural Manual/Regional Operations/Page C-10

Description:

Direct Instructional support provided by the program specialist: The program specialists of the East Valley SELPA when requested provide technical assistance to assure pupils have a full educational opportunity regardless of the district of special education accountability.

Role of the RLA/AU: SBCSS assures the coordination of services to licensed children's institutions and foster family homes by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

Role of the Administrator of the SELPA: The SELPA administrator facilitates the coordination of services to licensed children's institutions and foster family homes by the designated LEAs.

Role of the individual LEAs: Special education services for students with disabilities residing in foster family homes or licensed children's institutions are the responsibility of the member district of the East Valley SELPA 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.

Section B: Governance and Administration

SELPA East Valley Consortium SELPA

Fiscal Year 2020-21

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

Reference Number: EV Administrative Coordination 2.11

Document Title: Coordination of the SELPA and the Implementation of the Local Plan

Document Location: EV SELPA Admin Office/Sp Ed Policy & Procedural Manual/Regional Operations/Page C-11

Description:

Direct Instructional support provided by the program specialist: Not applicable.

Role of the RLA/AU: SBCSS assures the preparation and transmission of required special education local plan area reports by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

Role of the Administrator of the SELPA: The SELPA Administrator ensures timely transmission of required reports and provides technical assistance to LEAs in completing reports.

Role of the individual LEAs: The member districts of the East Valley SELPA, individually, submit required data in order for the SELPA to submit timely reports.

12. Fiscal and logistical support of the CAC:

Reference Number: EV Administrative Coordination 2.12

Document Title: Coordination of the SELPA and the Implementation of the Local Plan

Document Location: EV SELPA Admin Office/Sp Ed Policy & Procedural Manual/Regional Operations/Page C-12

Direct Instructional support provided by the program specialist: The program specialist of the East Valley SELPA provide training and logistical support to the CAC.

Role of the RLA/AU: SBCSS assures the fiscal and logistical support of the CAC by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

## Section B: Governance and Administration

SELPA East Valley Consortium SELPA

Fiscal Year 2020-21

Description:

Role of the Administrator of the SELPA: The SELPA Administrator ensures fiscal and logistical support for CAC meetings, events, and trainings.

Role of the individual LEAs: The superintendents of the East Valley SELPA member districts through the Board of Directors ensure the SELPA has sufficient resources to provide fiscal and logistical support for the CAC. Special Education Directors of the East Valley SELPA member districts facilitate communication with their CAC representative(s) for this purpose.

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

Reference Number:

EV Administrative Coordination 2.13

Document Title:

Coordination of the SELPA and the Implementation of the Local Plan

Document Location:

EV SELPA Admin Office/Sp Ed Policy & Procedural Manual/Regional Operations/Page C-13

Description:

Direct Instructional support provided by the program specialist: Not applicable.

Role of the RLA/AU: SBCSS assures the coordination of transportation services for individuals with exceptional needs by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

Role of the Administrator of the SELPA: The SELPA Administrator provides guidance and technical assistance, as requested, in addressing questions regarding the provision of transportation services for individuals with exceptional needs.

Role of the individual LEAs: Each member district of the East Valley SELPA is responsible for providing transportation for their students with disabilities as determined by their IEP teams.

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

Reference Number:

EV Administrative Coordination 2.14

Document Title:

Coordination of the SELPA and the Implementation of the Local Plan

Section B: Governance and Administration

SELPA East Valley Consortium SELPA

Fiscal Year 2020-21

Document Location:

EV SELPA Admin Office/Sp Ed Policy & Procedural Manual/Regional Operations/Page C-14

Description:

Direct Instructional support provided by the program specialist: The program specialists of the East Valley SELPA provide staff development, program development, and innovation of special methods and approaches to LEA members for the provision of career and technical education and transition services.

Role of the RLA/AU: SBCSS assures the coordination of career and vocational education and transition services by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

Role of the Administrator of the SELPA: The SELPA Administrator provides technical assistance and oversight of staff development to LEA members for the provision of career and technical education and transition services. The SELPA Administrator ensures appropriate interagency agreements are in place and facilitates connections to agencies, as appropriate.

Role of the individual LEAs: Each member district of the East Valley SELPA provides appropriate career and vocational education and transition services as required under state and federal law.

15. Assurance of full educational opportunity:

Reference Number:

EV Administrative Coordination 2.15

Document Title:

Coordination of the SELPA and the Implementation of the Local Plan

Document Location:

EV SELPA Admin Office/Sp Ed Policy & Procedural Manual/Regional Operations/Page C-15

Direct Instructional support provided by the program specialist: The program specialists of the East Valley SELPA provide technical assistance to assure pupils have a full educational opportunity regardless of the district of special education accountability.

Role of the RLA/AU: SBCSS assures a full educational opportunity by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

## Section B: Governance and Administration

SELPA East Valley Consortium SELPA

Fiscal Year 2020-21

Description:

Role of the Administrator of the SELPA: The SELPA Administrator ensures a full continuum of services is available and provided. The SELPA Administrator assists with Inter-SELPA Transfers, as needed. Additionally, the SELPA Administrator provides program development and technical assistance upon request or as determined to be needed by the SELPA to member districts and/or nonpublic schools.

Role of the individual LEAs: Each member district of the East Valley SELPA, through their representative to the Board of Directors determines the regional programs needed to meet the needs of the students with disabilities within the SELPA. Additionally, each member district of the East Valley SELPA is responsible for providing a full continuum of services.

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:

EV Administrative Coordination 2.16

Document Title:

Coordination of the SELPA and the Implementation of the Local Plan

Document Location:

EV SELPA Admin Office/Sp Ed Policy & Procedural Manual/Regional Operations/Page C-16

Description:

Direct Instructional support provided by the program specialist: Not applicable.

Role of the RLA/AU: SBCSS provides the fiscal administration and distribution of state and federal funds to the SELPA.

Role of the Administrator of the SELPA: The East Valley SELPA Administrator facilitates the distribution of funds in accordance with the Fiscal Allocation Plan. The SELPA Administrator also facilitates the development of the Annual Budget Plan.

Role of the individual LEAs: Each member district of the East Valley SELPA through their representative to the Board of Directors approves the allocation of funds to the member LEAs and approves the Annual Budget Plan. The member districts also submit fiscal reports as required by state and federal laws.

17. Direct instructional program support that maybe provided by program specialists in accordance



## Section B: Governance and Administration

SELPA East Valley Consortium SELPA

Fiscal Year 2020-21

with *EC* Section 56368:

Reference Number: EV Administrative Coordination 2.17

Document Title: Coordination of the SELPA and the Implementation of the Local Plan

Document Location: EV SELPA Admin Office/Sp Ed Policy & Procedural Manual/Regional Operations/Page C-17

Description:

Direct Instructional support provided by the program specialist: The program specialists of the East Valley SELPA provide direct instructional program support when requested to do so by a member district.

Role of the RLA/AU: SBCSS assures direct instructional program support that may be provided by program specialists by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

Role of the Administrator of the SELPA: The SELPA Administrator provides oversight in the provision of direct instructional support by programs specialists and provides technical assistance, as requested or determined appropriate.

Role of the individual LEAs: The member districts of the East Valley SELPA determine their needs for instructional program support and request support from the East Valley SELPA.

### 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: EV Services 3.01

Document Title: Programs for Early Childhood Special Education

Document Location: EV SELPA Admin Office/Sp Ed Policy & Procedural Manual/Services Section/Page D-1

Early Education Services are provided for all eligible infants, toddlers, and preschool children by member LEAs through:

- LEA preschool programs and services



Section B: Governance and Administration

SELPA East Valley Consortium SELPA

Fiscal Year 2020-21

Description:

- Cooperative agreements within the SELPA wherein infant programs are operated by San Bernardino County Superintendent of Schools (SBCSS) and Redlands Unified School Districts
- An Interagency Agreement between Inland Regional Center and East Valley SELPA for Implementation of California's Early Intervention which describes specific policies, procedures, roles and responsibilities for serving infants and toddlers. Member LEAs of the East Valley SELPA follow transition procedures identified in the Agreement for transition of toddlers into LEA preschool programs and services (Part C to Part B transition).

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:

EV Services 3.02

Document Title:

Method by Which Members of the Public May Address Questions or Concerns to the SELPA

Document Location:

EV SELPA Admin Office/Sp Ed Policy & Procedural Manual/Services Section/Page D-2

Description:

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 governing boards of the Local Educational Agencies (LEAs), the East Valley SELPA Board of Directors and the East Valley SELPA Administrator. Questions or concerns can be provided orally or in writing.

Members of the public may also present questions or concerns in person to the East Valley SELPA Board of Directors in a scheduled Board meeting. All notices of East Valley SELPA Board of Director meetings are sent electronically to all member LEAs and posted at the East Valley SELPA office 48 hours prior to the scheduled meeting. The method by which questions and/or concerns are heard from the public to the East Valley Board of Directors is included on each agenda as "Community Comments." The public may address the East Valley SELPA Board of Directors pursuant to established procedures. No action shall be taken (E.C. 35145.5) at the meeting in response to Community Comments.

On matters of policy and budget development, all interested parties may provide input to the East Valley SELPA Administrator for consideration

Section B: Governance and Administration

SELPA East Valley Consortium SELPA

Fiscal Year 2020-21

and review at any time, either orally or in writing.

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: EV Services 3.03

Document Title: Dispute Resolution Process for Governance Activities Specified within the Local Plan

Document Location: EV SELPA Admin Office/Sp Ed Policy & Procedural Manual/Services Section/Page D-3

Description:

If an LEA disagrees with a decision or practice of another agency or the SELPA, that LEA has a responsibility to discuss and attempt resolution of the disagreement with the party, or parties, directly involved. The parties involved will present the issues to their respective superintendents, or designees, who will attempt to resolve the matter. Resolution strategies such as compromise, mediation, and alternative dispute resolution may be employed. Either party may request the assistance of the SELPA Administrator, or his/her designee, or the Chair of the SELPA Board of Directors.

When issues cannot be resolved through discussion and resolution strategies, the Board of Directors may authorize the SELPA Administrator to contact appropriate authorities to assist in the resolution. The parties will make a good faith effort to mutually agree to an authority with expertise related to the dispute. Each party shall bear its own costs and expenses and an equal share of any fees for dispute resolution.

This policy is intended to resolve disagreements within a reasonable period of time, but it is not intended to undermine local authority.

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: EV Services 3.04

Document Title: Consideration of and Utilization of the Regular Education Program Prior to Referral for Special Education Instruction and Services

## Section B: Governance and Administration

SELPA East Valley Consortium SELPA

Fiscal Year 2020-21

Document Location:

EV SELPA Admin Office/Sp Ed Policy & Procedural Manual/Services Section/Page D-4

Description:

The SELPA Administrator, through the utilization of SELPA staff and through regular meetings of the East Valley SELPA Steering Committee transmits information on resources, practices and procedures to ensure a student referred for special education instruction and services has received instruction in the regular education program utilizing resources to ensure educational progress. Each LEA shall ensure that a pupil is referred for special educational instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. Such resources may include, but are not limited to, response to intervention models, student success teams, early literacy programs, and remedial programs.

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

Reference Number:

EV Services 3.05

Document Title:

NonPublic School Placement and Oversight

Document Location:

EV SELPA Admin Office/Sp Ed Policy & Procedural Manual/Services Section/Page D-5

Description:

The East Valley SELPA contracts with nonpublic, nonsectarian schools on behalf of the member districts. The SELPA coordinates with the California Department of Education to ensure oversight and compliance of nonpublic schools.

Each LEA shall evaluate the placement of its pupil(s) in such schools on at least an annual basis as part of the annual IEP review. The LEA 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.

Nonpublic, nonsectarian schools are required by the master contract and the IEP to annually evaluate the pupils to determine if they are making appropriate educational progress. The LEA representative shall collaboratively review with the nonpublic, nonsectarian school the evaluations conducted by the nonpublic, nonsectarian school to ensure that they were appropriate and valid for measuring pupil progress. The

## Section B: Governance and Administration

SELPA East Valley Consortium SELPA

Fiscal Year 2020-21

LEA may choose to administer additional assessments as necessary, with parent consent where required, to determine whether the pupil is making adequate educational progress.

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:

EV Services 3.06

Document Title:

Provision of FAPE to Incarcerated Students Age 18 to 21 (or age 22 if not diploma bound) Who Remain Eligible for Special Education Services

Document Location:

EV SELPA Admin Office/Sp Ed Policy & Procedural Manual/Services Section/Page D-6

Description:

The SELPA Administrator provides and transmits information to member LEAs to ensure a student age 18-22 who has been incarcerated in county jail and remains eligible for special education services is provided with a free appropriate public education (FAPE) and ensures the development, facilitation and oversight of the EV SELPA Intra- and Inter-SELPA Transfer Agreement processes as a county jail or other incarceration facility is not currently within the geographic boundaries of the EV SELPA. Once the SELPA or the responsible LEA is informed that an eligible adult is incarcerated, the responsible LEA will determine within 30 days of eligibility notification whether the qualified individual requires a FAPE. And if so, the LEA will ensure that the qualified individual is provided a FAPE pursuant to the IDEA and corresponding California special education law.

To receive special education services while incarcerated, the student must consent to the receipt of the services which may include but are

Section B: Governance and Administration

SELPA East Valley Consortium SELPA

Fiscal Year 2020-21

not limited to transition services, specialized academic instruction and other services as determined by the IEP team. The student may revoke their consent for special education services at any time. Once the request has been made, the responsible LEA shall follow the EV SELPA Intra- and Inter-SELPA Transfer Agreement processes describing how services are accessed and secured for students when the services are not available in the student's resident district. Each LEA ensures the pupil receives the special education services necessary for FAPE by adhering to the EV SELPA Intra- and Inter-SELPA Transfer Agreement processes.

## **LOCAL PLAN**

### **Section D: Annual Budget Plan**

#### **SPECIAL EDUCATION LOCAL PLAN AREA**

California Department of Education

Special Education Division

2022–23 Local Plan Submission

## Local Plan Section D: Annual Budget Plan

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

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

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

## Section D: Annual Budget Plan

SELPA

Fiscal Year

### TABLE 1

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

##### D-1. Special Education Revenue by Source

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

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	<input type="text" value="65,632,156"/>	63.73%
AB 602 Property Taxes	<input type="text" value="3,988,826"/>	3.87%
Federal IDEA Part B	<input type="text" value="19,568,979"/>	19.00%
Federal IDEA Part C	<input type="text" value="72,181"/>	0.07%
State Infant/Toddler	<input type="text" value="28,766"/>	0.03%
State Mental Health	<input type="text" value="5,126,336"/>	4.98%
Federal Mental Health	<input type="text" value="892,472"/>	0.87%
Other Projected Revenue	<input type="text" value="7,680,289"/>	7.46%
<b>Total Projected Revenue:</b>	102,990,005.2	<b>100.00%</b>

##### D-2. "Other Revenue" Source Identification

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

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

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



**TABLE 2****Total Projected Budget Expenditures by Object Code (Items D-4 to D-6)****D-4. Total Projected Budget by Object Code**

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

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	<input type="text" value="68,825,422"/>	35.66%
Object Code 2000—Classified Salaries	<input type="text" value="34,115,415"/>	17.68%
Object Code 3000—Employee Benefits	<input type="text" value="46,167,301"/>	23.92%
Object Code 4000—Supplies	<input type="text" value="6,082,917"/>	3.15%
Object Code 5000—Services and Operations	<input type="text" value="32,555,801"/>	16.87%
Object Code 6000—Capital Outlay	<input type="text" value="145,333"/>	0.08%
Object Code 7000—Other Outgo and Financing	<input type="text" value="5,096,116"/>	2.64%
<b>Total Projected Expenditures:</b>	192,988,305	100.00%

**D-5. Attachment III: Projected Local Educational Agency Expenditures by Object Code**

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

**D-6. Code 7000—Other Outgo and Financing**

Include a description for the expenditures identified under object code 7000:

## Section D: Annual Budget Plan

SELPA

Fiscal Year

### TABLE 3

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

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

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

Revenue Source	Amount	Percentage of Total Funding
Projected State Special Education Revenue	<input type="text" value="77,779,030"/>	40.30%
Projected Federal Revenue	<input type="text" value="21,222,169"/>	11.00%
Local Contribution	<input type="text" value="93,987,106"/>	48.70%
<b>Total Revenue from all Sources:</b>	192,988,305	100.00%

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

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

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

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

East Valley SELPA's AB 602 State funds include the Base grant entitlement, Program Specialist/ Regional Services (PS/RS), County Property Taxes, COLA. Funds are distributed to member districts based on the highest P-2 ADA from current year, prior year, or the second prior year per ADA. The PS/RS portion is set aside and is included in the SELPA operations budget. Out-of-Home are distributed to member districts based on bed counts and rates provided by the State. Low Incidence funds are distributed to the member districts based on the prior year's unduplicated CALPADS count of students whose primary or secondary disability in grades K – 12 is one of the low incidence disabilities with 15% of the funds remained at the SELPA to purchase of Low incidence equipment and materials requested by member districts.

Grant/funds awarded to East Valley SELPA are added to member districts' and SELPA's total revenue allocation. Federal grants include the Local Assistance Entitlement with the private school proportionate share, preschool/infant services grants, mental health services, and alternate dispute

Section D: Annual Budget Plan

SELPA

Fiscal Year

resolution grants. State grants include mental health services and infant discretionary funds. These are pass throughs and are allocated based on current or prior year pupil count.

EV SELPA will receive one time federal grants from American Rescue Plan/Local Assistance Entitlement with the private school proportionate share and Preschool Grant and will be passed through to districts based on PY pupil count. Two one time state funds: Dispute Resolution/Prevention and Learning Recovery Support are allocated to the districts proportionately based on the higher of 2019 or 2020 students with disabilities (SWD) counts.

b. ☒ YES ☐ NO

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

## Section D: Annual Budget Plan

SELPA East Valley Consortium SELPA

Fiscal Year 2022–23

**TABLE 4****Special Education Local Plan Area Expenditures (Items D-10 to D-11)****D-10. Regionalized Operations Budget**

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

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	1,210,582	13.84%
Object Code 2000—Classified Salaries	2,751,965	31.46%
Object Code 3000—Employee Benefits	1,697,112	19.40%
Object Code 4000—Supplies	185,048	2.12%
Object Code 5000—Services and Operations	2,273,775	25.99%
Object Code 6000—Capital Outlay	40,000	0.46%
Object Code 7000—Other Outgo and Financing	589,821	6.74%
<b>Total Projected Operating Expenditures:</b>	<b>8,748,303</b>	<b>100.00%</b>

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

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

Indirect costs

SELPA East Valley Consortium SELPA

Fiscal Year 2022–23

**TABLE 5****Supplemental Aids and Services and Students with Low Incidence Disabilities (D-12 to D-15)**

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

**D-12. Defined Goals for Students with LI Disabilities**

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

☐ YES ☒ NO

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

EV SELPA and its member LEAs use 57XX for goals and EV SELPA uses 11XX Function Code

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

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

7,732,034

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

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

1,738,746

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

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

**LOCAL PLAN**

**Section E: Annual Service Plan**

**SPECIAL EDUCATION LOCAL PLAN AREA**

California Department of Education  
Special Education Division  
2022–23 Local Plan Annual Submission

## Local Plan Section E: Annual Service Plan

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

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

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

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

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

- ☒ 330—Specialized Academic Instruction/  
Specially Designed Instruction

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

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

☐ *Service is Not Currently Provided*

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

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

☐ 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.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☐ 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.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☐ 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.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

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

☐ *Service is Not Currently Provided*

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

Special instruction includes: the design of learning environments and activities that promote the child’s acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child’s IFSP; providing families with information, skills, and support related to enhancing the skill



Section E: Annual Service Plan

SELPA: East Valley Consortium SELPA

Fiscal Year: 2022–23

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

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

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

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☐ 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.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☒ 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.

☐ 350–Individual and Small Group Instruction

☒ 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.

Section E: Annual Service Plan

SELPA: East Valley Consortium SELPA

Fiscal Year: 2022–23

☒ 425–Adapted Physical Education

☐ *Service is Not Currently Provided*

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

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

☒ 435–Health and Nursing: Specialized  
Physical Health Care

☐ *Service is Not Currently Provided*

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

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

☒ 436–Health and Nursing: Other

☐ *Service is Not Currently Provided*

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.

☒ 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

Section E: Annual Service Plan

SELPA: East Valley Consortium SELPA

Fiscal Year: 2022–23

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

☒ 450–Occupational Therapy

☐ *Service is Not Currently Provided*

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

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

☒ 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. (B&PC Ch. 5.7, CCR Title 5 §3051.6, EC Part 30 §56363, GC-Interagency Agreements Ch. 26.5 §7575(a) (2)).

☒ 510–Individual Counseling

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

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 515–Counseling and Guidance

☐ *Service is Not Currently Provided*

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

Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. IEP-required group counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.24.(b)(2)); CCR Title 5 §3051.9) Guidance services include interpersonal, intrapersonal or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program. (34 CFR 300.306; CCR Title 5 §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; may include parenting skills or other pertinent issues. IEP-required parent counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.31(b) (7); CCR Title 5 §3051.11).

☒ 525–Social Worker

☐ *Service is Not Currently Provided*

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

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

Section E: Annual Service Plan

SELPA: East Valley Consortium SELPA

Fiscal Year: 2022–23

☒ 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 to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; planning programs of individual and group counseling and guidance services for children and parents.

☒ 535–Behavior Intervention

☐ *Service is Not Currently Provided*

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

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

☐ 540–Day Treatment

☒ 545–Residential Treatment

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

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

☒ 610–Specialized Service for Low Incidence  
Disabilities

☐ *Service is Not Currently Provided*

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

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

Section E: Annual Service Plan

SELPA: East Valley Consortium SELPA

Fiscal Year: 2022–23

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

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

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

☒ 715–Interpreter ☐ *Service is Not Currently Provided*

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

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

☒ 720–Audiological ☐ *Service is Not Currently Provided*

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

These services include measurements of acuity, monitoring amplification, 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. (CCR Title 5 §3051.2).

☒ 725–Specialized Vision ☐ *Service is Not Currently Provided*

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

This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs, including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills (including alternative modes of reading and writing); social, emotional, career, vocational, and independent living skills.

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

Section E: Annual Service Plan

SELPA: East Valley Consortium SELPA

Fiscal Year: 2022–23

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.

☐ 735–Braille Transcription

☒ *Service is Not Currently Provided*

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

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☒ 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 (CAC Title 5, §3030(e) & 3051.16)

☐ 745–Reading

☒ *Service is Not Currently Provided*

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

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☐ 750–Note Taking

☒ *Service is Not Currently Provided*

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

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☐ 755–Transcription

☒ *Service is Not Currently Provided*



Section E: Annual Service Plan

SELPA: East Valley Consortium SELPA

Fiscal Year: 2022–23

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.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☐ 760–Recreation Service, Including  
Therapeutic Recreation

☒ *Service is Not Currently Provided*

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

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☒ 820–College Awareness

☐ *Service is Not Currently Provided*

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

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

☒ 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.

☒ 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. This comment also emphasized the 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).



Section E: Annual Service Plan

SELPA: East Valley Consortium SELPA

Fiscal Year: 2022–23

☒ 850–Work Experience Education

☐ *Service is Not Currently Provided*

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

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

☐ 855–Job Coaching

☒ *Service is Not Currently Provided*

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

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☐ 860–Mentoring

☒ *Service is Not Currently Provided*

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

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☐ 865–Agency Linkages (referral and placement)

☒ *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.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☐ 870–Travel and Mobility Training

☒ *Service is Not Currently Provided*

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

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 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”

# **ATTACHMENTS**

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

California Department of Education  
Special Education Division  
2022–23 Local Plan Submission

**INTENTIONALLY  
LEFT  
BLANK**

Attachment I

SELPA:

Fiscal Year:

## Attachment I—Local Educational Agency Listing

### Participating Local Educational Agency Identification

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

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

#### To Add or Delete Rows:

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

#### LEA Membership Changes:

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

#### SELPA County/District/School Codes

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

## Attachment I

SELPA: East Valley Consortium SELPA

Fiscal Year: 2022–23

Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	36	67686			Colton Joint Unified School District	Robert	Peardon	(909)580-5002	rob_pearson@cjusd.net	Previously Reported
	2	36	67843			Redlands Unified School District	Patti	Buchmiller	(909)307-5300	patricia_buchmiller@redlands.k12.ca.	Previously Reported
	3	36	67850			Rialto Unified School District	Bridgette	Ealy	(909)820-7700	bealy@rialtousd.org	Previously Reported
	4	36	67868			Rim of the World Unified School District	Derek	Swem	(909)336-4118	derek_swem@rimsd.k12.ca.us	Previously Reported
	5	36	67959			Yucaipa-Calimesa Joint Unified School District	Leslie	Burghardt	(909)790-8550	leslie_burghardt@ycjUSD.us	Previously Reported
	6	36	10363			San Bernardino County Superintendent of Schools	Scott	Wyatt	(909)386-7222	scott.wyatt@sbcSS.net	Previously Reported

Attachment II

SELPA: East Valley Consortium SELPA

Fiscal Year: 2022–23

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

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

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



## Attachment II

SELPA: East Valley Consortium SELPA

Fiscal Year: 2022–23

**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	Colton Joint Unified School District	16,379,107	0	0	5,050,052	0	1,367,503	238,076	1,822,042	24,856,780
2	Redlands Unified School District	17,135,669	0	14,436	5,380,706	5,753	1,343,666	233,926	1,822,042	25,936,198
3	Rialto Unified School District	19,706,205	0	0	5,524,113	0	1,616,990	281,511	1,957,009	29,085,828
4	Rim of the World Unified School District	2,436,677	0	0	783,768	0	195,534	34,041	269,933	3,719,953
5	Yucaipa-Calimesa Joint Unified School District	7,888,887	0	0	2,598,502	0	561,938	97,831	877,280	12,024,438
6	San Bernardino County Superintendent of Schools	2,085,611	3,988,826	57,745	231,838	23,013	40,705	7,087	931,983	7,366,808
Totals:		65,632,156	3,988,826	72,181	19,568,979	28,766	5,126,336	892,472	7,680,289	102,990,005

## Attachment III

SELPA: East Valley Consortium SELPA

Fiscal Year: 2022–23

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
1	Colton Joint Unified School District	16,014,439	7,594,646	9,867,451	1,944,688	6,072,076	63,802	507,941	42,065,043
2	Redlands Unified School District	15,011,285	8,166,052	8,603,703	295,123	4,268,956	0	256,368	36,601,487
3	Rialto Unified School District	21,161,588	8,858,689	15,679,780	3,016,005	14,860,849	1,950	2,000,601	65,579,462
4	Rim of the World Unified School District	2,339,144	1,518,406	1,822,902	69,541	1,220,582	0	3,716	6,974,291
5	Yucaipa-Calimesa Joint Unified School District	8,306,272	3,168,859	5,098,512	496,594	3,248,927	39,581	792,195	21,150,940
6	San Bernardino County Superintendent of Schools	5,992,694	4,808,763	5,094,953	260,967	2,884,410	40,000	1,535,295	20,617,082
<b>Totals:</b>		68,825,422	34,115,415	46,167,301	6,082,918	32,555,800	145,333	5,096,116	192,988,305

## Attachment IV

SELPA: East Valley Consortium SELPA

Fiscal Year: 2022–23

**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	Colton Joint Unified School District	5,288,128	24.92%	19,568,652	25.16%	17,208,263	24,856,780
2	Redlands Unified School District	5,629,068	26.52%	20,307,130	26.11%	10,665,289	25,936,198
3	Rialto Unified School District	5,805,624	27.36%	23,280,204	29.93%	36,493,634	29,085,828
4	Rim of the World Unified School District	817,809	3.85%	2,902,144	3.73%	3,254,339	3,719,953
5	Yucaipa-Calimesa Joint Unified School District	2,696,333	12.71%	9,328,105	11.99%	9,126,501	12,024,438
6	San Bernardino County Superintendent of Schools	985,207	4.64%	2,392,795	3.08%	17,239,080	3,378,002
Totals:		21,222,169	100.00%	77,779,030	100.00%	93,987,106	99,001,199

## Attachment V

SELPA: East Valley Consortium SELPA

Fiscal Year: 2022–23

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
1	Colton Joint Unified School District	1,228,560	326,701
2	Redlands Unified School District	0	508,202
3	Rialto Unified School District	6,383,746	394,116
4	Rim of the World Unified School District	0	36,300
5	Yucaipa-Calimesa Joint Unified School District	119,728	212,615
6	San Bernardino County Superintendent of Schools	0	260,812
Totals:		7,732,034	1,738,746

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



[illegible]

[illegible]







[illegible]





## Attachment VII

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

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

LEA Name	Add or Delete Row	LEA Status	Impacted SELPA Name	Impacted District, Charter, or School Name	Initiating SELPA Notification Date	SELPA Governing Board Notification Date	COE Notification Date	CDE Notification Date	Agreed Upon Effective Fiscal Year
Colton Joint Unified School District		Delete This Row							<input type="text"/>
Redlands Unified School District		Delete This Row							<input type="text"/>
Rialto Unified School District		Delete This Row							<input type="text"/>
Rim of the World Unified School District		Delete This Row							<input type="text"/>
Yucaipa-Calimesa Joint Unified School District		Delete This Row							<input type="text"/>
San Bernardino County Superintendent of Schools		Delete This Row							<input type="text"/>