

West End Special Education Local Plan Area
8265 Aspen Ave., Ste. 200
Rancho Cucamonga, CA 91730

COMMUNITY ADVISORY COMMITTEE
AGENDA

Notice: This meeting will be held **IN-PERSON** only. If you wish to participate in the meeting and/or make a public comment, please submit them to Natalie, in-person prior to the start of the meeting.

Individuals requiring special accommodation, including but not limited to an American Sign Language interpreter, accessible seating, or documentation in accessible formats, should contact Natalie Vivar at (909) 476-6131, at least two days before the meeting date.

April 11, 2023

5:30 p.m.

OPENING

A. Welcome and Reports

Facilitator

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 1. Introductions and Welcome | -Stephanie Varnon-Hughes |
| 2. Approval of Agenda for April 11, 2023 | *Stephanie Varnon-Hughes |
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| 3. Approval of CAC Minutes for November 1, 2022 | *Stephanie Varnon-Hughes |
| <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border-top: 1px solid black; width: 100px; margin: 0 auto;"></div> <div style="border-top: 1px solid black; width: 100px; margin: 0 auto;"></div> <div style="border-top: 1px solid black; width: 100px; margin: 0 auto;"></div> </div> | |
| 4. Review Members Attendance | *Stephanie Varnon-Hughes |
| 5. SELPA Administrator's Report | - Ricky Alyassi |
| 6. District Reports | -Stephanie Varnon-Hughes |

PUBLIC COMMENT

B. Public Comment

The West End SELPA Community Advisory Committee welcomes comments from visitors. Should anyone wish to make comments, he/she may voluntarily complete a public comment form located at the table in the back of the room. The Public Comment forms must be submitted ***prior*** to the beginning of the meeting. The forms will be collected by the recording secretary and given to the meeting facilitator. The Public Comment period is the opportunity for the public to address the members on (1) non-agenda items within the jurisdiction of the members, (2) items listed on the agenda. All public comment will be allowed (3) three minutes per item, if a member of the public desires to be heard on more than (3) three items appearing on the agenda, he/she will be allowed up to a total of (9) nine minutes to address all items non-agenda and agendized. Each agenda item will have a total of 20 minutes for public comment on one agenda item.

There will not be a separate opportunity to comment at the time each agenda item is addressed by the Council unless the item specifically involves an agendized public hearing. All public comments will be heard during the agendized public comment section B.

DISCUSSION ITEMS

C. Discussion Items

1. Fiscal Notifications *Tim Chatkoo
 - a. 2023-24 SELPA Administrative Budgets
 - b. 2023-24 Regional Provider Program Fee-for-Service Rates
 - c. 2023-24 Preliminary AB602 Funding Model
 - d. 2023-24 Preliminary Mental Health Distribution
2. 2023-24 Proposed Meeting Dates *Stephanie Varnon-Hughes
3. District CAC Appointments: Chaffey, Chino Valley, Etiwanda, Upland (odd year) * Ricky Alyassi
4. CAC – Art & Writing Showcase Update - Ricky Alyassi
5. Local Plan * Ricky Alyassi
 - a. Section D – Annual Budget Plan * Tim Chatkoo
(Supporting documents attached)
 - b. Section E – Annual Service Plan * Ricky Alyassi
6. CAC Meeting Platform Discussion - Ricky Alyassi

BUSINESS ACTION ITEMS

D. Business Action Items

1. Art & Writing Showcase Theme: “Through Our Eyes” - Ricky Alyassi

Motion

Second

Vote

FUTURE AGENDA ITEMS/ADJOURNMENT

E. Future Agenda Items

-Stephanie Varnon-Hughes

F. Adjournment

-Stephanie Varnon-Hughes

Motion

Second

Vote

The meeting location for Community Advisory Committee will be held at 8265 Aspen Ave., Rancho Cucamonga, CA 91730. Agenda packets are available on the WESELPA website www.weselpa.net or you may request an agenda packet by calling (909) 476-6131, 72 hours before the scheduled meeting. A fee of ten cents (.10) per page will be charged for copied agenda packet.

*** Handout Included**

**** Handout to be distributed at the meeting**

- No Handout

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West End SELPA
Community Advisory Committee
 Meeting Minutes
 November 1, 2022

<u>District</u>	<u>Present</u>	<u>Absent</u>
Alta Loma	Gina Barker	
Central		Carletta Loflin
Chaffey Joint Union	Jeanette Miura	
Chino Valley Unified	Lia Castillo	
Cucamonga		Isabelle Acevedo
Etiwanda		James Cobb
Mountain View		
Mt. Baldy	Amanda Ramirez	
Upland Unified		Stephanie Varnon-Hughes
IRC Agency	Anthony Duenez	
West End SELPA	Ricky Alyassi, Natalie Vivar, Julie Aviles	

CALLED TO ORDER:

Chairperson Elect, Lia Castillo called the meeting to order at 5:47 p.m.

A. ADMINISTRATIVE ITEMS

1. Introductions and Welcome

Introductions and welcome of all CAC committee members.

2. Acceptance of Agenda for November 1, 2022

Motion made by Jeanette Miura to accept the Community Advisory Committee meeting agenda as presented, seconded by Gina Barker, motion carried on a 4-0-0-4 vote.

Ayes: Gina Barker, Jeanette Miura, Lia Castillo, Amanda Ramirez

Nays: 0

Abstain: 0

Absent: 4

On November 1, 2022, the CAC agenda was accepted as presented. No questions or comments were provided by committee members.

3. Acceptance of CAC Meeting Minutes for September 06, 2022

Motion made by Gina Barker to accept September 06, 2022, CAC meeting minutes as presented, seconded by Amanda Ramirez, motion carried on a 3-0-1-4 vote.

Ayes: Gina Barker, Jeanette Miura, Amanda Ramirez

Nays: 0

Abstain: 1

Absent: 4

The meeting minutes for September 06, 2022, were accepted as presented. No questions or comments were provided by committee members.

4. Review of Member's Attendance

SELPA Administrator, West End SELPA reviewed members in attendance (Alta Loma, Chaffey Joint, Chino Valley, Mt. Baldy, and IRC representative). SELPA Administrator addressed the following parent representative vacancies: Etiwanda and Mtn. View SD. Attendance notated by West End SELPA, Administrative Assistant. No additional questions or comments were provided by committee members.

5. SELPA Administrators Report

SELPA Administrator shared a brief video of the CAC presentation, "My Experience in Special Education". Ian Dennis shared his personal experience with Autism from grade school through high school. Ian currently attends the University of Hawaii; the West End SELPA and Administrator shared their gratitude for sharing his story. No questions or comments were provided by committee members.

6. District/Agency Reports

Alta Loma representative shared the district has hired additional staff to conduct assessments over the summer; the district hired an additional 3 clinicians due to the influx of mental health evaluations; the district is currently utilizing Smart Social as a tool to help parents in regard to social media; the district will be opening a new preschool gen ed/sped program due to an increase in enrollment; the district will be holding their Special Education Symposium on January 23rd; and the district has added three teacher on assignments (technology, reading, math).

Chino Valley representative shared Chino Valley's new Special Education Director, Cheli McReynolds. The district is partnering with the Family Engagement Center to provide workshops. The series of workshops provided will ensure parents are connected to the school and their students.

Mt. Baldy representative shared that parent volunteers and additional aids have been added to classrooms; middle school teachers are providing social-emotional learning every day; the district will provide an enrichment program that will commence January 2023 and will provide socialization for all students; the district currently offers the Care Solstice program that provides mental health and counseling services outside of the school as an additional resource for mental health needs.

Chaffey Joint: No report provided.

B. PUBLIC COMMENTS:

None.

C. DISCUSSION ITEMS

1. Art & Writing Showcase – Theme Options

SELPA Administrator, West End SELPA, shared the Art & Writing Showcase – theme options: "Reach for the Stars" and "Through Our Eyes". The CAC committee will move forward with the "Through Our Eyes" theme.

2. West End CAC 2022-23 Presentation Topics

SELPA Administrator, West End SELPA shared the CAC 2022-23 upcoming presentation topics: February 7 – Social-Emotional Learning/Skills, March 7 – Transition Meetings. No questions or comments were provided by committee members.

3. Legislative Day Attendees

SELPA Administrator, West End SELPA shared brief information on Legislative Sharing Day and the events/discussions that take place when meeting with Senators and Assembly members. In previous years, the Chairperson and Chairperson Elect have attended in person. CAC members discussed and agreed to send Chairperson and Chairperson Elect to attend Legislative Sharing Day. No questions or comments were provided.

4. District CAC Appointments: Chaffey, Chino Valley, Etiwanda, Upland (odd year)

SELPA Administrator, West End SELPA presented the District CAC Appointments: Chaffey, Chino Valley, Etiwanda, Upland (odd year). No questions or comments were provided by committee members.

D. Business Action Items

1. Legislative Day Attendees

Motion made by Jeanette Miura to accept Legislative Day Attendees, seconded by Gina Barker, motion carried on a 4-0-0-4 vote.

Ayes: Gina Barker, Jeanette Miura, Lia Castillo, Amanda Ramirez

Nays: 0

Abstain: 0

Absent: 4

Legislative Day Attendees, Chairperson, and Chairperson Elect were approved to attend the Legislative Sharing Day event. No questions or comments were provided by committee members.

2. CAC Member Resignation

Motion made by Amanda Ramirez to accept CAC member's resignation, seconded by Gina Barker, motion carried on a 4-0-0-4 vote.

Ayes: Gina Barker, Jeanette Miura, Lia Castillo, Amanda Ramirez

Nays: 0

Abstain: 0

Absent: 4

CAC member resignation for Central parent representative Carletta Loflin was accepted. No questions or comments were provided by committee members.

E. Future Agenda Items:

The following agenda items will be added to the next business meeting: Annual Art & Writing Showcase as an action item, and CAC meeting platform discussion.

F. Adjournment

Motion made by Jeanette Miura to adjourn November 1, 2022 meeting, seconded by Amanda Ramirez, motion carried on a 4-0-0-4 vote.

Ayes: Gina Barker, Jeanette Miura, Lia Castillo, Amanda Ramirez

Nays: 0
Abstain: 0
Absent: 4

Meeting adjourned at 6:58 p.m.

DRAFT

2022/23 Community Advisory Committee Member Attendance														
District	Committee Member	Member Type	Member Role	Year Appointed	Term Renewal Year	Odd/Even Year	Attendance							
							09/06	10/04	11/03	02/07	03/07	04/06	04/25	05/09
Alta Loma	Gina Barker	Parent	Parliamentarian	2022	2024	Even	P		P					
Central	Freddy Cortez	Parent		2022	2024	Even	P							
Chaffey Joint	Jeanette Miura	Parent			2023	Odd			P					
Chino Valley	Lia Castillo	Parent	Chair-Elect	2021	2023	Odd	EA		P					
Cucamonga	Isabelle Acevedo	Parent		2022	2024	Even	A		A					
Etiwanda	Vacant	Parent			2023	Odd								
Etiwanda	James Cobb	Teacher/Staff		2021	2023	Odd	A		A					
Mt. Baldy	Amanda Ramirez	Parent	Secretary	2022	2024	Even	P		P					
Mountain View	Vacant	Parent			2024	Even								
Upland	Stephanie Varnon-Hughes	Parent	Chair-Person	2021	2023	Odd	P	EA						
Agency	Robin Ferguson	Agency Rep.			2023	Odd	A	A						
The number of vacancies indicates the minimum number of new members needed to provide each district with two active representatives (at least one parent). Additional members are welcome.							<u>Legend</u>							
							CAC Business Meetings							
							Presentations							
							Art & Writing Showcase							
							Meeting not held no quorum							
							Presentation not held							
A = Absent EA = Excused Absence P = Present S = Start/Appointed W = Withdraw from Committee V = Voted Dismissed (absences)														
* Present for Presentation/Judging only														

WESELPA Fiscal Transfer/Update Notification April 2023

- a. 23/24 SELPA Administrative Budgets – The preliminary 23/24 SELPA Administrative budgets are summarized below:

	<i>Col A</i>	<i>Col B</i>	<i>Col C</i>	<i>Col D</i>
	PROJ BEGINNING BALANCE	REVENUE	EXPENSE	PROJ ENDING BALANCE
0282 JOINT RISK FUND	667,840	15,784,419	16,052,258	400,001
0284 PRGRM SPCLST/REGIONALIZED SVCS	162,382	1,759,837	1,746,635	175,584
0463 PERSONNEL DEVELOPMENT	-	11,629	11,629	-

- b. 23/24 Regional Provider Program Fee-for-Service Rates – The 23/24 Regional Provider Program FFS rates are summarized below:

	<i>Col A</i>	<i>Col B</i>	<i>Col C</i>
Description	2022-23 Rates	2023-24 Rates	Variance
<u>SBCSS</u>			
SAI	27,492	30,048	2,556
SAI Pre-K	19,241	20,789	1,548
First CLASS	4,395	4,235	(160)
Low Inc Related Svcs	6,829	7,426	597
Preschool Intensive Autism	23,016	26,698	3,682
1:1 Aide	59,770	63,888	4,118
Interpreters	80,391	82,011	1,620
Related Services	6,962	7,919	957
<u>Student Services Counseling Center</u>			
Intensive Therapeutic	4,000	4,336	336

- c. 23/24 Preliminary AB602 Funding Model – The 23/24 #1 Preliminary AB602 Funding Model was updated on April 5, 2023. The SELPA-wide apportionment is projected to be \$75,468,379. District specific estimates are summarized below:

District	2023/24 #1 Preliminary AB602
West End Student Services	30,362,137
Alta Loma	2,837,323
Central	(1,147,511)
Chaffey	9,913,233
Chino Valley	14,944,495
Cucamonga	(91,000)
Etiwanda	10,931,293
Mountain View	(1,053,050)
Mt. Baldy	270,546
Upland	6,244,015
SELPA	2,256,898
TOTAL	75,468,379

- d. 23/24 Preliminary Mental Health Distribution Model – District projected Mental Health contributions are summarized below:

LEA	District MH Contributions
County Operations	\$ (111,142.00)
Alta Loma	244,779.00
Central	191,823.00
Chaffey	1,037,468.00
Chino	1,113,156.00
Cucamonga	105,773.00
Etiwanda	576,067.00
Mountain View	139,440.00
Mt. Baldy	3,945.00
Upland	443,153.00
Total	\$ 3,744,462.00

Community Advisory Committee 2023-24 Proposed Meeting Schedule

<u>Date</u>	<u>Time</u>	<u>Meeting Type</u>	<u>Facilitator</u>
Tuesday, September 05, 2023	5:30	Business Meeting	TBD
Tuesday, October 03, 2023	5:30	Presentation	TBD
Tuesday, November 07, 2023	5:30	Business Meeting	TBD
Tuesday, February 06, 2024	5:30	Presentation	TBD
Tuesday, March 05, 2024	5:30	Presentation	TBD
Tuesday, April 09, 2024	5:30	Business Meeting	TBD
Tuesday, April 23, 2024	6:30	Art & Writing Showcase	TBD
Tuesday, May 07, 2024	5:30	Business Meeting	TBD

Community Advisory Committee **Representatives**

Community Advisory Committee representatives serve an important role as a liaison between the community and the district director of special education. Representatives recommend priorities for special education services, assist in parent education, and support activities on behalf of individuals with exceptional needs.

In accordance with the Community Advisory Committee bylaws, the **Chaffey JUHSD, Chino Valley USD, Etiwanda SD, and Upland USD** school districts shall appoint parent representatives in odd-numbered years to the Community Advisory Committee for a two-year term, beginning July 1, 2023, and ending June 30, 2025. The representative should be a parent of a student residing and enrolled in the school district or a district-offered school program. The appointment is by the action of the District Board of Education.

Once the School District Board of Education has approved the appointment of the district representative, please forward the name, and contact information for the representative to Natalie Vivar, Administrative Assistant, West End SELPA.

2023/24 Annual Budget and Service Plans

Background:

California Education Code (EC) Section 56205 requires the submission of Annual Budget and Service Plans adopted at public hearings held by the SELPA. Each SELPA is required to submit an Annual Budget Plan and an Annual Service Plan by June 30th of each year.

The Annual Budget Plan identifies projected revenues and expenditures for students with disabilities. These projections are identified at the SELPA level and for each participating LEA using CDE-adopted templates.

The Annual Service Plan identifies a full continuum of service options provided within the SELPA, assuring access to appropriate instruction and services for all students with disabilities from birth to twenty-two years of age, including children with low-incidence disabilities.

Fiscal Impact:

There is no anticipated fiscal impact.

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

2023–24 Local Plan Submission

Section D: Annual Budget Plan

SELPA Fiscal Year **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="77,227,279"/>	74.67%
AB 602 Property Taxes	<input type="text" value="5,075,048"/>	4.91%
Federal IDEA Part B	<input type="text" value="17,911,130"/>	17.32%
Federal IDEA Part C	<input type="text" value="51,862"/>	0.05%
State Infant/Toddler	<input type="text" value="953,183"/>	0.92%
State Mental Health	<input type="text" value="0"/>	0.00%
Federal Mental Health	<input type="text" value="1,031,083"/>	1.00%
Other Projected Revenue	<input type="text" value="1,180,993"/>	1.14%
Total Projected Revenue:	103,430,578	100.00%

D-2. "Other Revenue" Source Identification

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

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

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

Section D: Annual Budget Plan

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

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

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	<input type="text" value="110,339,092"/>	36.02%
Object Code 2000—Classified Salaries	<input type="text" value="58,745,692"/>	19.18%
Object Code 3000—Employee Benefits	<input type="text" value="71,122,014"/>	23.22%
Object Code 4000—Supplies	<input type="text" value="6,617,350"/>	2.16%
Object Code 5000—Services and Operations	<input type="text" value="49,346,555"/>	16.11%
Object Code 6000—Capital Outlay	<input type="text" value="95,873"/>	0.03%
Object Code 7000—Other Outgo and Financing	<input type="text" value="10,065,825"/>	3.29%
Total Projected Expenditures:	306,332,401	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="83,858,900"/>	27.38%
Projected Federal Revenue	<input type="text" value="19,571,678"/>	6.39%
Local Contribution	<input type="text" value="202,901,823"/>	66.24%
Total Revenue from all Sources:	306,332,401	100.00%

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

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

D-9. Special Education Local Plan Area Allocation Plan

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

State & Federal funds primarily distributed by ADA or special education pupil count depending on funding type in accordance with approved funding allocation plan; Funding apportioned to the RLA include proportionate share based on ADA and/or pupil count as well as funding to offset RLA regionalized programs such as grant funding and fee-for-service revenue based on LEA usage; RLA has administrative involvement in the pass-through of special education revenues received on behalf of the SELPA for distribution to member LEAs in accordance with approved funding allocation plan; Apportionments for regionalized programs are made directly to the RLA

- 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

Section D: Annual Budget Plan

SELPA Fiscal Year

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

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

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	<input type="text" value="610,037"/>	29.52%
Object Code 2000—Classified Salaries	<input type="text" value="467,468"/>	22.62%
Object Code 3000—Employee Benefits	<input type="text" value="442,036"/>	21.39%
Object Code 4000—Supplies	<input type="text" value="31,136"/>	1.51%
Object Code 5000—Services and Operations	<input type="text" value="355,336"/>	17.20%
Object Code 6000—Capital Outlay	<input type="text" value="0"/>	0.00%
Object Code 7000—Other Outgo and Financing	<input type="text" value="160,226"/>	7.75%
Total Projected Operating Expenditures:	2,066,239	100.00%

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

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

Section D: Annual Budget Plan

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

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

D-12. Defined Goals for Students with LI Disabilities

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

☐ YES ☒ NO

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

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

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

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

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

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

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

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

LOCAL PLAN
Attachments
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

2023–24 Local Plan Submission

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Attachment I

SELPA: West End SELPA

Fiscal Year: 2023–24

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: West End SELPA

Fiscal Year: 2023–24

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	10363			San Bernardino County Office of Education/West End SELPA	Ricky	Alyassi	(909) 476-6131	ricky.alyassi@weselpa.net	Previously Reported
	2	36	67595			Alta Loma Elementary	Lisabeth	Pina	(909) 484-5151	lpina@alsd.org	Previously Reported
	3	36	67645			Central Elementary	Shermella	Roquemo	(909) 989-8541	sroquemo@csd.k12.ca.us	Previously Reported
	4	36	37652			Chaffey Joint Union High	Kelly	Martinez	(909) 988-8511	kelly.martinez@cjhds.net	Previously Reported
	5	36	67678			Chino Valley Unified	Cheli	McReynolds	(909) 628-1201	willamcreynolds@chino.k12.ca.us	Previously Reported
	6	36	67694			Cucamonga Elementary	Tracee	Stewart	(909) 987-8942	tstewart@cuca.k12.ca.us	Previously Reported
	7	36	67702			Etiwanda Elementary	Elizabeth	Freer	(909) 803-3105	elizabeth_freer@etiwanda.k12.ca.us	Previously Reported
	8	36	67785			Mountain View Elementary	Jan	Van Dyke	(909) 947-2205	jan_vandyke@mvsdk8.org	Previously Reported
	9	36	67793			Mt Baldy Joint Elementary	Kate	Huffman	(909) 985-0991	kate_huffman@mtbaldy.k12.ca.us	Previously Reported
	10	36	75069			Upland Unified	Ryan	Parry	(909) 985-1864	ryan_parry@upland.k12.ca.us	Previously Reported

Attachment II

SELPA: West End SELPA

Fiscal Year: 2023–24

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: West End SELPA

Fiscal Year: 2023–24

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	San Bernardino County Office of Education/West End SELPA	34,030,182	5,075,048	51,862	482,331	953,183	0	6,113	1,180,993	41,779,712
2	Alta Loma Elementary	2,880,504	0	0	963,005	0	0	68,023	0	3,911,532
3	Central Elementary	(1,115,288)	0	0	1,121,118	0	0	50,089	0	55,919
4	Chaffey Joint Union High	9,948,757	0	0	4,823,592	0	0	263,948	0	15,036,297
5	Chino Valley Unified	15,063,606	0	0	4,832,220	0	0	308,460	0	20,204,286
6	Cucamonga Elementary	(59,648)	0	0	459,934	0	0	27,216	0	427,502
7	Etiwanda Elementary	10,978,406	0	0	2,429,065	0	0	159,156	0	13,566,627
8	Mountain View Elementary	(1,024,832)	0	0	606,537	0	0	28,553	0	-389,742

Attachment II

SELPA: West End SELPA

Fiscal Year: 2023–24

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
9	Mt Baldy Joint Elementary	270,546	0	0	25,871	0	0	1,191	0	297,608
10	Upland Unified	6,255,046	0	0	2,167,457	0	0	118,334	0	8,540,837
Totals:		77,227,279	5,075,048	51,862	17,911,130	953,183	0	1,031,083	1,180,993	103,430,578

Attachment III

SELPA: West End SELPA

Fiscal Year: 2023–24

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	San Bernardino County Office of Education/West End SELPA	15,326,136	11,250,639	13,184,006	447,802	9,873,935	0	3,535,319	53,617,837
2	Alta Loma Elementary	7,396,901	3,023,597	3,823,599	269,624	1,746,574	0	199,049	16,459,344
3	Central Elementary	4,762,523	2,011,259	2,599,669	103,140	4,285,529	6,338	676,000	14,444,458
4	Chaffey Joint Union High	22,176,950	15,198,212	19,191,733	524,575	13,014,269	27,817	2,775,455	72,909,011
5	Chino Valley Unified	24,650,231	10,732,055	12,317,539	3,599,648	9,589,576	17,760	1,640,727	62,547,536
6	Cucamonga Elementary	3,172,948	1,850,390	1,999,025	254,151	1,352,191	16,354	17,474	8,662,533
7	Etiwanda Elementary	18,397,293	9,625,609	10,033,320	880,050	3,356,288	11,841	42,761	42,347,162
8	Mountain View Elementary	2,910,627	1,117,554	1,218,512	187,065	1,377,145	0	218,213	7,029,116
9	Mt Baldy Joint Elementary	74,549	24,862	22,060	8,833	36,292	0	13,978	180,574

Attachment III

SELPA: West End SELPA

Fiscal Year: 2023–24

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
10	Upland Unified	11,470,934	3,911,515	6,732,551	342,462	4,714,756	15,763	946,849	28,134,830
Totals:		110,339,092	58,745,692	71,122,014	6,617,350	49,346,555	95,873	10,065,825	306,332,401

Attachment IV

SELPA: West End SELPA

Fiscal Year: 2023–24

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	San Bernardino County Office of Education/West End SELPA	1,117,909	5.71%	40,661,803	48.49%	11,838,125	41,779,712
2	Alta Loma Elementary	1,031,028	5.27%	2,880,504	3.43%	12,547,812	3,911,532
3	Central Elementary	1,171,207	5.98%	(1,115,288)	-1.33%	14,388,539	55,919
4	Chaffey Joint Union High	5,087,540	25.99%	9,948,757	11.86%	57,872,714	15,036,297
5	Chino Valley Unified	5,140,680	26.27%	15,063,606	17.96%	42,343,250	20,204,286
6	Cucamonga Elementary	487,150	2.49%	(59,648)	-0.07%	8,235,031	427,502
7	Etiwanda Elementary	2,588,221	13.22%	10,978,406	13.09%	28,780,535	13,566,627
8	Mountain View Elementary	635,090	3.24%	(1,024,832)	-1.22%	7,418,858	-389,742
9	Mt Baldy Joint Elementary	27,062	0.14%	270,546	0.32%	(117,034)	297,608

Attachment IV

SELPA: West End SELPA

Fiscal Year: 2023–24

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
10	Upland Unified	2,285,791	11.68%	6,255,046	7.46%	19,593,993	8,540,837
Totals:		19,571,678	100.00%	83,858,900	100.00%	202,901,823	103,430,578

Attachment V

SELPA: West End SELPA

Fiscal Year: 2023–24

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	San Bernardino County Office of Education/West End SELPA	938,539	1,411,147
2	Alta Loma Elementary	709,165	43,181
3	Central Elementary	0	32,223
4	Chaffey Joint Union High	8,499,684	35,524
5	Chino Valley Unified	223,110	119,111
6	Cucamonga Elementary	0	31,352
7	Etiwanda Elementary	655,122	47,113
8	Mountain View Elementary	0	28,218
9	Mt Baldy Joint Elementary	22,752	0

Attachment V

SELPA: West End SELPA

Fiscal Year: 2023–24

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
10	Upland Unified	0	11,031
Totals:		11,048,372	1,758,900

Attachment VI

SELPA: West End SELPA

Fiscal Year: 2023–24

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


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
San Bernardino County Office of Education/West End 		N/A							<input type="text"/>

DO NOT
DISTRIBUTE

**West End Special Education Local Plan Area
Annual Budget Plan
2023/24 Fiscal Year**

Revenue:

AB602 Entitlement (State)	77,227,279
AB602 Property Taxes (State)	5,075,048
Federal IDEA Part B	17,911,130
Federal IDEA Part C	51,862
State Infant/Toddler	953,183
State Mental Health	0
Federal Mental Health	1,031,083
Other Revenue	1,180,993
PY Fund Balance and General Funds including LCFF Special Education ADA revenue	202,901,823
Revenue Total	306,332,401

Expenditures:

Certificated Salaries (1XXX)	110,339,092
Classified Salaries (2XXX)	58,745,692
Employee Benefits (3XXX)	71,122,014
Supplies (4XXX)	6,617,350
Services & Operations (5XXX)	49,346,555
Capital Outlay (6XXX)	95,873
Other Outgo & Financing (7XXX)	10,065,825
Expenditures Total	306,332,401 *

*Includes Aides and Services in Regular Classes and Environments (Function 1130) \$ 11,048,372

**WEST END SPECIAL EDUCATION LOCAL PLAN AREA
2023/24 ANNUAL BUDGET PLAN**

2023/24 BUDGETED EXPENDITURES (Projected)

T. Chatkoo 4/5/23

District	Certificated Salaries	Classified Salaries	Employee Benefits	Supplies	Services & Operations	Capital Outlay	Other Outgo & Financing	Total	Supplemental Aides & Svcs Provided in Regr Classroom or Other Environments
	1000-1999	2000-2999	3000-3999	4000-4999	5000-5999	6000-6999	7000-7999		Function 1130
SBCSS	14,218,258	10,203,197	12,313,224	407,633	6,106,860	0	3,243,840	46,493,012	798,986
Alta Loma	7,396,901	3,023,597	3,823,599	269,624	1,746,574	0	199,049	16,459,344	709,165
Central	4,762,523	2,011,259	2,599,669	103,140	4,285,529	6,338	676,000	14,444,458	0
Chaffey	22,176,950	15,198,212	19,191,733	524,575	13,014,269	27,817	2,775,455	72,909,011	8,499,684
Chino Valley	24,650,231	10,732,055	12,317,539	3,599,648	9,589,576	17,760	1,640,727	62,547,536	223,110
Cucamonga	3,172,948	1,850,390	1,999,025	254,151	1,352,191	16,354	17,474	8,662,533	0
Etiwanda	18,397,293	9,625,609	10,033,320	880,050	3,356,288	11,841	42,761	42,347,162	655,122
Mountain View	2,910,627	1,117,554	1,218,512	187,065	1,377,145	0	218,213	7,029,116	0
Mt. Baldy	74,549	24,862	22,060	8,833	36,292	0	13,978	180,574	22,752
Upland	11,470,934	3,911,515	6,732,551	342,462	4,714,756	15,763	946,849	28,134,830	0
SELPA	1,107,878	1,047,442	870,782	40,169	3,767,075	0	291,479	7,124,825	139,553
TOTAL	110,339,092	58,745,692	71,122,014	6,617,350	49,346,555	95,873	10,065,825	306,332,401	11,048,372
SBCSS/SELPA	\$ 15,326,136	\$ 11,250,639	\$ 13,184,006	\$ 447,802	\$ 9,873,935	\$ -	\$ 3,535,319	\$ 53,617,837	\$ 938,539
SELPA (FN 2200)	\$ 610,037	\$ 467,468	\$ 442,036	\$ 31,136	\$ 355,336	\$ -	\$ 160,226	\$ 2,066,239	

2023/24 REVENUE ALLOCATIONS (Projected)

DISTRICT	STATE PROPERTY TAXES	STATE AB602 ENTITLEMENT	STATE LOW INCIDENCE	IDEA, Part B FEDERAL LOCAL ASSISTANCE	IDEA, Part B FEDERAL PRESCHOOL GRANT	IDEA, Part B PRESCHOOL STAFF DEVELOPMENT	IDEA, Part B ADR	IDEA, Part C INFANT	STATE INFANT	STATE MENTAL HEALTH	FEDERAL MENTAL HEALTH	OTHER	Total
SBCSS	5,075,048	30,362,137	1,269,468		286,380			51,862	953,183		6,113		38,004,191
Alta Loma		2,837,323	43,181	963,005							68,023		3,911,532
Central		(1,147,511)	32,223	1,121,118							50,089		55,919
Chaffey		9,913,233	35,524	4,823,592							263,948		15,036,297
Chino Valley		14,944,495	119,111	4,832,220							308,460		20,204,286
Cucamonga		(91,000)	31,352	459,934							27,216		427,502
Etiwanda		10,931,293	47,113	2,429,065							159,156		13,566,627
Mountain View		(1,053,050)	28,218	606,537							28,553		(389,742)
Mt. Baldy		270,546	0	25,871							1,191		297,608
Upland		6,244,015	11,031	2,167,457							118,334		8,540,837
SELPA		2,256,898	141,678	147,849	29,713	3,467	14,922					1,180,993	3,775,520
TOTAL	5,075,048	75,468,379	1,758,900	17,576,648	316,093	3,467	14,922	51,862	953,183	0	1,031,083	1,180,993	103,430,578
SBCSS/SELPA	5,075,048	32,619,035	1,411,146	147,849	316,093	3,467	14,922	51,862	953,183	0	6,113	1,180,993	41,779,711

2022/23 REVENUE ALLOCATIONS (Projected) by Funding Source

DISTRICT	FEDERAL	STATE	LOCAL	Total
SBCSS	344,355	37,659,836	8,488,821	46,493,012
Alta Loma	1,031,028	2,880,504	12,547,812	16,459,344
Central	1,171,207	(1,115,288)	14,388,539	14,444,458
Chaffey	5,087,540	9,948,757	57,872,714	72,909,011
Chino Valley	5,140,680	15,063,606	42,343,250	62,547,536
Cucamonga	487,150	(59,648)	8,235,031	8,662,533
Etiwanda	2,588,221	10,978,406	28,780,535	42,347,162
Mountain View	635,090	(1,024,832)	7,418,858	7,029,116
Mt. Baldy	27,062	270,546	(117,034)	180,574
Upland	2,285,791	6,255,046	19,593,993	28,134,830
SELPA	773,554	3,001,966	3,349,305	7,124,825
TOTAL	19,571,678	83,858,900	202,901,823	306,332,401
SBCSS/SELPA	1,117,909	40,661,802	11,838,126	53,617,837

Source Documents:

Budgeted Expenditures - County Ops/SELPA: 2023/24 Preliminary Budgets
 Budgeted Expenditures - Districts: 2022/23 Second Interim SEMAI (LP-I) adjusted for % change when compared to prior year
 FN 1130 - Budgets taken from Financial Activity Reports as of 4/5/23
 23/24 #1 Preliminary AB602 Funding Model, Updated: 4/5/23
 23/24 #1 Preliminary Mental Health Funding Model as of 4/4/23

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

LOCAL PLAN

Section E: Annual Service Plan

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

2023–24 Local Plan Annual Submission

Section E: Annual Service Plan

SELPA: West End SELPA

Fiscal Year: 2023–24

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: West End SELPA

Fiscal Year: 2023–24

☒ 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.

Service is available, but not currently utilized.

Services provided by a licensed physician to determine a child's developmental status and need for early intervention services.

☐ 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.

Service is available, but not currently utilized.

These services include conducting assessments in: nutritional history and dietary intake; anthropometric, biochemical, and clinical variables; feeding skills and feeding problems; and food habits and food preferences.

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

☐ *Service is Not Currently Provided*

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

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

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

☐ *Service is Not Currently Provided*

Section E: Annual Service Plan

SELPA: West End SELPA

Fiscal Year: 2023–24

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

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

☐ 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.

Service is available, but not currently utilized.

Paraprofessionals that provide instructional support, which may include the following special education services: (1) provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher (2) assist with classroom management, such as organizing instructional and other materials (3) provide instructional assistance in a computer laboratory (4) conduct parental involvement activities (5) provide support in a library or media center (6) act as a translator (7) provide instructional support services under the direct supervision of a teacher

☐ 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.

Service is available, but not currently utilized.

Through the IFSP process, short-term care given in-home or out-of-home, which temporarily relieves families of the ongoing responsibility for specialized care for child with a disability.

☒ 340–Intensive Individual Instruction

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

Individualized Education Program (IEP) Team determination that student requires additional

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support for all or part of the day to meet his or her IEP goals.

☒ 350–Individual and Small Group Instruction

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

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

☒ 415–Speech and Language☐ *Service is Not Currently Provided*

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

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

☒ 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*

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

Health care services means those health services prescribed by the child's licensed physician and/or surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (CCR §3051.12(b)(1)(A)). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration and glucose testing (EC §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. IEP-required health and nursing services are expected to supplement the regular health services program. (34 CFR 300.34; CCR Title 5 §3051.12 (a)).

☒ 445—Assistive Technology☐ *Service is Not Currently Provided*

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

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

☒ 450—Occupational Therapy☐ *Service is Not Currently Provided*

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

Includes services to improve student's educational performance, postural stability, 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

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abilities, and fine motor abilities. Both direct and indirect services may be provided within the classroom, other educational settings or the home; in a group or on an individual basis; and may include therapeutic techniques to develop abilities; adaptations to the student's environment or curriculum; and consultation and collaboration with other staff and parents. Services are provided, pursuant to an Individualized Education Program (IEP), by a qualified occupational therapist registered with the American Occupational Therapy Certification Board. (CCR Title 5 §. 3051.6, EC Part 30 §56363).

☒ 460–Physical Therapy

☐ *Service is Not Currently Provided*

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

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

☒ 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

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

☒ 525–Social Worker

☐ *Service is Not Currently Provided*

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

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

☒ 530–Psychological

☐ *Service is Not Currently Provided*

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

These services, provided by a credentialed or licensed psychologist pursuant to an Individualized Education Program (IEP), include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP.

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(CFR Part 300 §300.24). IEP-required psychological services are expected to supplement the regular guidance and counseling program. (34 CFR §300.24; CCR Title 5 §3051.10).

☒ 535–Behavior Intervention

☐ *Service is Not Currently Provided*

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

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

☒ 540–Day Treatment

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

Service is available, but not currently utilized.

☒ 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 (HH), 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 Individualized Education Program (IEP), including frequency and duration of the services to the student. (CCR Title 5 §3051.16 & 3051.18).

☒ 710–Specialized Deaf and Hard of Hearing

☐ *Service is Not Currently Provided*

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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 Individualized Education Program (IEP) as to reason, frequency and duration of contact; infrequent contact is considered assistance and would not be included. (CCR Title 5 §3051.2).

☒ 725–Specialized Vision

☐ *Service is Not Currently Provided*

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

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

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

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

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

☒ 735–Braille Transcription☐ *Service is Not Currently Provided*

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

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

☒ 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. (CCR 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.

Service is available, but not currently utilized.

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

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

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

Service is available, but not currently utilized.

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

☐ 755–Transcription

☒ *Service is Not Currently Provided*

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

Service is available, but not currently utilized.

Any transcription service to convert materials from print to a mode of communication suitable for the student. This may also include dictation services as it may pertain to textbooks, tests, worksheets, or anything necessary for instruction.

☒ 760–Recreation Service, Including
Therapeutic Recreation

☐ *Service is Not Currently Provided*

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

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

☒ 820–College Awareness

☐ *Service is Not Currently Provided*

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

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

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☒ 830–Vocational Assessment, Counseling, Guidance, and Career Assessment☐ *Service is Not Currently Provided*

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

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

☒ 840–Career Awareness☐ *Service is Not Currently Provided*

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

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

☒ 850–Work Experience Education☐ *Service is Not Currently Provided*

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

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

☒ 855–Job Coaching☐ *Service is Not Currently Provided*

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

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

☒ 860–Mentoring☐ *Service is Not Currently Provided*

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

A sustained coaching relationship between a student and teacher through on-going involvement and offers support, guidance, encouragement, and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal as in planned, structured instruction or informal that occurs naturally through friendship, counseling and collegiality in a casual, unplanned way.

☒ 865–Agency Linkages (referral and placement)

☐ *Service is Not Currently Provided*

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

Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as Title I of the Rehabilitation Act of 1973 (vocational rehabilitation), Title XIX of the Social Security Act (Medicaid), and Title XVI of the Social Security Act (supplemental security income). (34 CFR §613).

☒ 870–Travel and Mobility Training

☐ *Service is Not Currently Provided*

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

Orientation and mobility services: (i) Means services provided to blind or visually impaired children by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community.

☒ 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

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Pursuant to Title 5 of the *California Code of Regulations* (5 CCR) 3051.24, "other related services" not identified in sections 5 CCR sections 3051.1 through 3051.23 must be provided only by staff who possess a license to perform the service issued by an entity within the Department of Consumer Affairs or another state licensing office; or by staff who hold an credential issued by the California Commission on Teacher Credentialing authorizing the service. If code 900 is used, include the information below. Users may select the "+" and "-" buttons to add or delete responses.



Description of the “Other Related Service”

Qualifications of the Provider Delivering “Other Related Service”

Attachment VI—Specialized Academic Instruction (SAI)/Specially Designed Instruction (SDI) and Related Services

Enter all special education Services provided by the SELPA's LEA membership and location (site) where they are provided. If code 900 is selected, the specific special education service must be defined in Local Plan Section E: Annual Service Plan. Licensing, certification, and provider qualifications for each identified service must be in accordance with law (see the Local Plan Guidance Document for more information). Attachment VI must be included with each Local Plan Section E: Annual Service Plan submission to the California Department of Education (CDE).

DATE: 4/4/2023

FISCAL YEAR: 2023-24

SELPA NAME: West End SELPA

For each LEA school/site name identified in "Column A," place an "x" in the corresponding instructional and/or related

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CDE Official Local Educational Agency Name		County/District/ School Code (xx-xxxxx-xxxxxxx)	Charter Number (if applicable) (xxxx)	330	210	220	230	240	250	260	270	340	350	415	425	435	436	445	450	460	510	515	520	525	530	535	540	545	610	710	715	720	725	730	735	740	745	750	755	760	820	830	840	850	855	860	865	870	890	900			
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CHINO VALLEY SD	CHINO VALLEY LEARNING ACADEMY	36676783631181		Y										Y							Y																					Y		Y									
CHINO VALLEY SD	CINNAMON HILLS	WENDNPS6130991		Y																	Y	Y	Y	Y	Y			Y															Y		Y						Y		
CHINO VALLEY SD	COUNTRY SPRINGS	36676786111710		Y										Y	Y				Y	Y																																	
CHINO VALLEY SD	DIAMOND RANCH ACADEMY	WENDNPS0133843		Y																	Y				Y	Y			Y															Y		Y							
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CDE Official Local Educational Agency Name	School or Site Name	County/District/ School Code (xx-xxxxx-xxxxxx)	Charter Number (if applicable) (xxxx)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
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