

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

**COMMUNITY ADVISORY COMMITTEE
AGENDA**

April 05, 2022

5:30 p.m

OPENING

A. Welcome and Reports

1. Introductions and Welcome
2. Approval of Agenda for April 05, 2022

Facilitator

- Maela Tanigawa
- * Maela Tanigawa

- | | | |
|--------------------------------|--------|------|
| Motion | Second | Vote |
| 3. Review Members Attendance | | |
| 4. SELPA Administrators Report | | |
| 5. District Reports | | |

- * Maela Tanigawa
- Ricky Alyassi
- Maela Tanigawa

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 agenda. 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 agenda public hearing. All public comments will be heard during the agenda public comment section B.

DISCUSSION ITEMS

C. Discussion Items

1. 2022-23 Proposed Meeting Dates
2. District CAC Appointments: Alta Loma, Central, Cucamonga Mountain View, Mt. Baldy (even year)
3. CAC – Art & Writing Showcase Update
4. Local Plan
 - a. Section D - Annual Budget Plan
(Supporting documents attached)

- * Maela Tanigawa
- * Maela Tanigawa
- Ricky Alyassi
- * Ricky Alyassi
- * Tim Chatkoo

- b. Section E - Annual Service Plan
- 5. WESELPA – Logo/Website Update

* Ricky Alyassi
- Ricky Alyassi

BUSINESS ACTION ITEMS

D. Business Action Items

- 1. Approval of CAC Minutes for November 02, 2021

* Maela Tanigawa

Motion Second Vote

- 2. CAC Member Resignation

- Maela Tanigawa

Motion Second Vote

FUTURE AGENDA ITEMS/ADJOURNMENT

E. Future Agenda Items

- Maela Tanigawa

F. Adjournment

- Maela Tanigawa

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 weselpa.sbcss.k12.ca.us 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

NOTICE: 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.

2021/22 Community Advisory Committee Member Attendance

A-3

<u>District</u>	<u>Member</u>	<u>Activity</u>	<u>Year Appointed</u>	<u>Attendance</u>										
				9/7	10/5	11/2	2/8	3/8	4/5	4/12	5/10			
Alta Loma	Erin Kouyoumdjian	Parent	5/1/20	P		A								
Central	Vacant													
Chaffey Joint	Sharon Neault	Parent	7/1/2019	P					P					
Chaffey Joint	Layla Spry	District Member	7/11/2017	A					P					
Chino Valley	Lia Castillo	Parent	9/2/2021	P					P					
Cucamonga	Maela Tanigawa	Parent	11/18/2018	P					P					
Etiwanda	James Cobb	District Member	9/1/2020	A					P					
Mt. Baldy	William Dolphin	Parent	5/1/20	A					A					
Mountain View	Vacant													
Upland	Stephanie Varnon-Hughes	Parent	7/1/2019	P					P					
Agency	Robin Ferguson	Early Start Program IRC		A					A					
Agency	Gabriela Hernandez	3 - 22 IRC programs		A					A					
Agency	Anthony Duenez	IRC Program		A					P					
										<u>Legend</u>				
							CAC meetings							
							Presentations							
							Art and Writing Judging/Ceremony							
							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														

**Community Advisory Committee
2022-23
Proposed Meeting Dates**

<u>Date</u>	<u>Time</u>	<u>Meeting Type</u>	<u>Facilitator</u>
Tuesday, September 06, 2022	5:30	Business Meeting	TBD
Tuesday, October 04, 2022	5:30	Presentation	TBD
Tuesday, November 01, 2022	5:30	Business Meeting	TBD
Tuesday, February 07, 2023	5:30	Presentation	TBD
Tuesday, March 07, 2023	5:30	Presentation	TBD
Tuesday, April 04, 2023	5:30	Business Meeting	TBD
Tuesday, April 11, 2023	6:30	Art & Writing Showcase	TBD
Tuesday, May 09, 2023	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 **Alta Loma, Central, Cucamonga, Mountain View, Mt. Baldy** school districts shall appoint parent representatives in even-numbered years to the Community Advisory Committee for a two-year term, beginning July 1, 2022, and ending June 30, 2023. 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.

2022/23 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

2022–23 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 West End SELPA

Fiscal Year 2022–23

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	74,182,212	75.40%
AB 602 Property Taxes	4,602,075	4.68%
Federal IDEA Part B	17,207,577	17.49%
Federal IDEA Part C	51,862	0.05%
State Infant/Toddler	81,881	0.08%
State Mental Health	0	0.00%
Federal Mental Health	1,031,083	1.05%
Other Projected Revenue	1,224,539	1.24%
Total Projected Revenue:	98,381,229	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)

RS 3410 Transition Partnership Program; RS 6520 WorkAbility I; RS 6536 Special Education Dispute Prevention and Dispute Resolution

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 West End SELPA

Fiscal Year 2022–23

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	100,278,938	36.37%
Object Code 2000—Classified Salaries	52,167,056	18.92%
Object Code 3000—Employee Benefits	62,931,338	22.82%
Object Code 4000—Supplies	6,382,673	2.31%
Object Code 5000—Services and Operations	45,029,957	16.33%
Object Code 6000—Capital Outlay	106,391	0.04%
Object Code 7000—Other Outgo and Financing	8,827,055	3.20%
Total Projected Expenditures:	275,723,408	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:

Obj 7130 State Special Schools; Obj 7310 Indirect Costs

Section D: Annual Budget Plan

SELPA West End SELPA

Fiscal Year 2022–23

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	79,775,150	28.93%
Projected Federal Revenue	18,606,079	6.75%
Local Contribution	177,342,179	64.32%
Total Revenue from all Sources:	275,723,408	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

Section D: Annual Budget Plan

SELPA

Fiscal Year

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 West End 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	570,868	30.96%
Object Code 2000—Classified Salaries	410,125	22.24%
Object Code 3000—Employee Benefits	397,405	21.55%
Object Code 4000—Supplies	37,939	2.06%
Object Code 5000—Services and Operations	427,733	23.20%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing	0	0.00%
Total Projected Operating Expenditures:	1,844,070	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.

N/A

Section D: Annual Budget Plan

SELPA West End 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)?

Low Incidence specific Management and/or Function Codes

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.

6,940,753

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

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

1,775,400

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
2022–23 Local Plan Submission

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Attachment I

SELPA:

Fiscal Year:

Attachment I—Local Educational Agency Listing

Participating Local Educational Agency Identification

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

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

To Add or Delete Rows:

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

LEA Membership Changes:

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

SELPA County/District/School Codes

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

Attachment I

SELPA:

Fiscal Year:

Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	36	10363			San Bernardino County Office of Education/West End SELPA	Ricky	Alyassi	(909) 476-6131	ricky.alyassi@sbcns.net	Previously Reported
	2	36	67595			Alta Loma Elementary	Lisabeth	Pina	(909) 484-5151	lpina@alsd.org	Previously Reported
	3	36	67645			Central Elementary	Mary Kate	Perez	(909) 989-8541	mkperez@csd.k12.ca.us	Previously Reported
	4	36	67652			Chaffey Joint Union High	Kelly	Whelan	(909) 988-8511	kelly.whelan@cjuh.sd.net	Previously Reported
	5	36	67678			Chino Valley Unified	Anne	Ingulsrud	(909) 628-1201	anne_ingulsrud@cchino.k12.ca.us	Previously Reported
	6	36	67694			Cucamonga Elementary	Lorena	Arias-Aguilar	(909) 987-8942	laguilar@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	Nancy	Sirski	(909) 985-0991	nancy_sirski@mtbaldy.k12.ca.us	Previously Reported
	10	36	75069			Upland Unified	Anthony	Farenga	(909) 985-1864	anthony_farenga@upland.k12.ca.u	Previously Reported

Attachment II

SELPA:

Fiscal Year:

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

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

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

Attachment II

SELPA:

Fiscal Year:

Attachment II—Projected Special Education Revenue by Local Educational Agency

For each LEA participating in the Local Plan, enter the projected special education revenue funding sources allowed by the Individuals with Disabilities Education Act (IDEA). Information included in this table must be consistent with revenues identified in Section D, Table 1. NOTE: For fiscal year 2022–23, 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	26,574,571	4,602,075	51,862	462,417	81,881	0	1,031,083	1,224,539	34,028,428
2	Alta Loma Elementary	3,311,112	0	0	894,561	0	0	0	0	4,205,673
3	Central Elementary	(17,071)	0	0	1,004,661	0	0	0	0	987,590
4	Chaffey Joint Union High	11,544,373	0	0	4,792,869	0	0	0	0	16,337,242
5	Chino Valley Unified	15,116,991	0	0	4,773,217	0	0	0	0	19,890,208
6	Cucamonga Elementary	294,501	0	0	474,058	0	0	0	0	768,559
7	Etiwanda Elementary	10,838,937	0	0	2,153,199	0	0	0	0	12,992,136
8	Mountain View Elementary	(458,973)	0	0	527,672	0	0	0	0	68,699

Attachment II

SELPA:

Fiscal Year:

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	266,348	0	0	15,520	0	0	0	0	281,868
10	Upland Unified	6,711,423	0	0	2,109,403	0	0	0	0	8,820,826
Totals:		74,182,212	4,602,075	51,862	17,207,577	81,881	0	1,031,083	1,224,539	98,381,229

Attachment III

SELPA:

Fiscal Year:

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

For each LEA participating in the Local Plan, enter the projected special education expenditures by LEA and object code as allowed by the IDEA. Information included in this table must be consistent with expenditures identified in Section D, Tables 2 . NOTE: For fiscal year 2022–23, 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	13,420,305	10,018,457	12,305,488	224,412	8,306,726	0	3,346,519	47,621,907
2	Alta Loma Elementary	5,586,586	2,442,644	2,928,954	257,800	1,599,704	0	146,016	12,961,704
3	Central Elementary	4,778,769	2,515,088	2,488,356	35,999	3,011,537	0	588,736	13,418,485
4	Chaffey Joint Union High	20,380,946	12,233,701	16,446,811	544,726	12,937,882	56,955	1,990,013	64,591,034
5	Chino Valley Unified	24,541,659	9,595,743	11,337,263	4,142,166	7,877,236	0	1,530,501	59,024,568
6	Cucamonga Elementary	3,066,730	1,849,710	1,894,594	107,913	1,192,911	0	18,179	8,130,037
7	Etiwanda Elementary	13,599,345	7,824,456	6,960,159	702,034	2,154,321	19,866	41,996	31,302,177
8	Mountain View Elementary	2,309,279	593,177	1,008,466	52,652	822,218	0	193,111	4,978,903
9	Mt Baldy Joint Elementary	72,588	25,998	18,710	5,244	44,139	0	7,626	174,305

Attachment III

SELPA:

Fiscal Year:

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	12,522,731	5,068,082	7,542,537	309,727	7,083,283	29,570	964,358	33,520,288
Totals:		100,278,938	52,167,056	62,931,338	6,382,673	45,029,957	106,391	8,827,055	275,723,408

Attachment IV

SELPA:

Fiscal Year:

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

For each LEA participating in the Local Plan, enter the projected special education revenue received by each funding source. Information provided must be consistent with revenues identified in Section D, Table 3. NOTE: For fiscal year 2022–23, 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	1,860,919	10.00%	32,167,509	40.32%	13,593,479	34,028,428
2	Alta Loma Elementary	894,561	4.81%	3,311,112	4.15%	8,756,031	4,205,673
3	Central Elementary	1,004,661	5.40%	(17,071)	-0.02%	12,430,895	987,590
4	Chaffey Joint Union High	4,792,869	25.76%	11,544,373	14.47%	48,253,792	16,337,242
5	Chino Valley Unified	4,773,217	25.65%	15,116,991	18.95%	39,134,360	19,890,208
6	Cucamonga Elementary	474,058	2.55%	294,501	0.37%	7,361,478	768,559
7	Etiwanda Elementary	2,153,199	11.57%	10,838,937	13.59%	18,310,041	12,992,136
8	Mountain View Elementary	527,672	2.84%	(458,973)	-0.58%	4,910,204	68,699
9	Mt Baldy Joint Elementary	15,520	0.08%	266,348	0.33%	(107,563)	281,868

Attachment IV

SELPA:

Fiscal Year:

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	2,109,403	11.34%	6,711,423	8.41%	24,699,462	8,820,826
Totals:		18,606,079	100.00%	79,775,150	100.00%	177,342,179	98,381,229

Attachment V

SELPA:

Fiscal Year:

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

Enter the revenue allocated to each LEA for supplemental aids and services (SAS) for those students with disabilities placed in the regular classroom setting and those who are identified with low incidence (LI) disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5. NOTE: For fiscal year 2022–23, 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	890,157	1,488,531
2	Alta Loma Elementary	818,938	30,950
3	Central Elementary	0	4,308
4	Chaffey Joint Union High	4,460,809	75,803
5	Chino Valley Unified	379,044	86,705
6	Cucamonga Elementary	0	15,014
7	Etiwanda Elementary	367,391	38,321
8	Mountain View Elementary	0	25,721
9	Mt Baldy Joint Elementary	24,414	0

Attachment V

SELPA:

Fiscal Year:

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	10,047
Totals:		6,940,753	1,775,400

**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
									<input type="text"/>

WEST END SPECIAL EDUCATION LOCAL PLAN AREA
2022/23 Fiscal Year ANNUAL BUDGET PLAN

2022/23 BUDGETED EXPENDITURES (Projected)

T. Chatkoo 3/31/22

District	Certificated Salaries	Classified Salaries	Employee Benefits	Supplies	Services & Operations	Capital Outlay	Other Outgo & Financing	Total	Supplemental Aides & Srvc Provided in Rgr Classroom or Other Environments
	1000-1999	2000-2999	3000-3999	4000-4999	5000-5999	6000-6999	7000-7999		Function 1130
SBCSS	12,404,663	9,066,835	11,489,809	180,908	5,119,503	0	3,040,207	41,301,925	751,954
Alta Loma	5,586,586	2,442,644	2,928,954	257,800	1,599,704	0	146,016	12,961,704	818,938
Central	4,778,769	2,515,088	2,488,356	35,999	3,011,537	0	588,736	13,418,485	0
Chaffey	20,380,946	12,233,701	16,446,811	544,726	12,937,882	56,955	1,990,013	64,591,034	4,460,809
Chino Valley	24,541,659	9,595,743	11,337,263	4,142,166	7,877,236	0	1,530,501	59,024,568	379,044
Cucamonga	3,066,730	1,849,710	1,894,594	107,913	1,192,911	0	18,179	8,130,037	0
Etiwanda	13,599,345	7,824,456	6,960,159	702,034	2,154,321	19,866	41,996	31,302,177	367,391
Mountain View	2,309,279	593,177	1,008,466	52,652	822,218	0	193,111	4,978,903	0
Mt. Baldy	72,588	25,998	18,710	5,244	44,139	0	7,626	174,305	24,414
Upland	12,522,731	5,068,082	7,542,537	309,727	7,083,283	29,570	964,358	33,520,288	0
SELPA	1,015,642	951,622	815,679	43,504	3,187,223	0	306,312	6,319,982	138,203
TOTAL	100,278,938	52,167,056	62,931,338	6,382,673	45,029,957	106,391	8,827,055	275,723,408	6,940,753
SBCSS/SELPA	\$ 13,420,305	\$ 10,018,457	\$ 12,305,488	\$ 224,412	\$ 8,306,726	\$ -	\$ 3,346,519	\$ 47,621,907	\$ 890,157
SELPA (FN 2200)	\$ 570,868	\$ 410,125	\$ 397,405	\$ 37,939	\$ 427,733			\$ 1,844,070	

2022/23 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	4,602,075	23,032,308	1,348,090		285,027			51,862	81,881				29,401,243
Alta Loma		3,280,162	30,950	894,561									4,205,673
Central		(21,379)	4,308	1,004,661									987,590
Chaffey		11,468,570	75,803	4,792,869									16,337,242
Chino Valley		15,030,286	86,705	4,773,217									19,890,208
Cucamonga		279,487	15,014	474,058									768,559
Etiwanda		10,800,616	38,321	2,153,199									12,992,136
Mountain View		(484,694)	25,721	527,672									68,699
Mt. Baldy		266,348	0	15,520									281,868
Upland		6,701,376	10,047	2,109,403									8,820,826
SELPA		2,053,732	140,441	124,828		3,846	19,144				1,031,083	1,224,539	4,627,185
TOTAL	4,602,075	72,406,812	1,775,400	16,869,988	314,599	3,846	19,144	51,862	81,881	0	1,031,083	1,224,539	98,381,229
SBCSS/SELPA	4,602,075	25,086,040	1,488,531	124,828	314,599	3,846	19,144	51,862	81,881	0	1,031,083	1,224,539	34,028,428

2022/23 REVENUE ALLOCATIONS (Projected) by Funding Source

DISTRICT	FEDERAL	STATE	LOCAL	Total
SBCSS	336,889	29,064,354	11,900,682	41,301,925
Alta Loma	894,561	3,311,112	8,756,031	12,961,704
Central	1,004,661	(17,071)	12,430,895	13,418,485
Chaffey	4,792,869	11,544,373	48,253,792	64,591,034
Chino Valley	4,773,217	15,116,991	39,134,360	59,024,568
Cucamonga	474,058	294,501	7,361,478	8,130,037
Etiwanda	2,153,199	10,838,937	18,310,041	31,302,177
Mountain View	527,672	(458,973)	4,910,204	4,978,903
Mt. Baldy	15,520	266,348	(107,563)	174,305
Upland	2,109,403	6,711,423	24,699,462	33,520,288
SELPA	1,524,030	3,103,155	1,692,797	6,319,982
TOTAL	18,606,079	79,775,150	177,342,179	275,723,408
SBCSS/SELPA	1,860,919	32,167,509	13,593,479	47,621,907

Source Documents: Budgeted Expenditures - County Ops/SELPA: 2022/23 Preliminary Budgets
 Budgeted Expenditures - Districts: 2021/22 Second Interim SEMAI (LP-1) adjusted for % change when comparing prior years
 FN 1130 - Budgets taken from Financial Activity Reports as of 3/28/22
 22/23 #0 Preliminary AB602 Funding Model, Updated: 3/30/22
 22/23 Preliminary Low Incidence Projection as of 3/30/22
 22/23 #0.5 Preliminary Mental Health Funding Model as of 3/30/22

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

SELPA: West End SELPA

Fiscal Year: 2022–23

Local Plan Section E: Annual Service Plan

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

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

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

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

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

- 330–Specialized Academic Instruction/
Specially Designed Instruction

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

Specialized Academic Instruction: Adapting, as appropriate to the needs of the child with a disability, the content, methodology, or delivery of instruction to ensure access of the child to the 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))

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. Note: Services provided by specialists (such as medical services, nursing services, occupational therapy, and physical therapy) for a specific function should be coded under the appropriate service category, even if the services were delivered in the home.

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

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

Service is available, but not currently utilized.

- 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.

- 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.

- 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 individualized family service plan (IFSP); providing families with information, skills, and support

SELPA: Fiscal Year:

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.

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.

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

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.

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);

SELPA: Fiscal Year:

abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, or expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic or cultural factors are not included. Services include specialized instruction and services: monitoring, reviewing and consultation, and may be direct or indirect, including the use of speech consultant.

 425–Adapted Physical Education

 Service is Not Currently Provided

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

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

 435–Health and Nursing: Specialized
Physical Health Care

 Service is Not Currently Provided

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

Specialized physical health care services means those health services prescribed by the child's licensed physician and surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (5 CCR Section 3051.12[b]). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration, and glucose testing. (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. IEP required health

SELPA: Fiscal Year:

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.

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

SELPA: Fiscal Year:

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 such student aspects as education, career, personal, or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program. (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 and 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 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 and 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)

SELPA: Fiscal Year: 525–Social Worker *Service is Not Currently Provided*

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

Social work services, provided by a qualified individual pursuant to an IEP, include, but are not limited to, preparing a social or developmental history of a child with a disability, group and individual counseling with the child and family, working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school, and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program. (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 IEP, include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. (CFR Part 300 §300.24). IEP-required psychological services are expected to supplement the regular guidance and counseling program. (34 CFR §300.24; CCR Title 5 §3051.10).

 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.

SELPA: Fiscal Year:

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

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 who have orthopedic impairment (OI), visual impairment (VI), who are deaf, hard of hearing (DHH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or an itinerant teacher/specialist. Consultation is provided to the teacher, staff, and parents as needed. These services must be clearly written in the student's IEP, including frequency and duration of the services to the student. (CCR Title 5 3051.16 & 3051.18).

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. (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).

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

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

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

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

SELPA: Fiscal Year: 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.

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*

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

SELPA: Fiscal Year:

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. (CAC 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.

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

840–Career Awareness

Service is Not Currently Provided

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

Transition services include a provision for self-advocacy, career planning, and career guidance. This also emphasizes the need for coordination between these provisions and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds. (34 CFR-§300.29).

SELPA: Fiscal Year: 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 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.

Job coaching is 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*

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

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

 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).

SELPA:

Fiscal Year:

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

Description of the “Other Related Service”

Qualifications of the Provider Delivering “Other Related Service”

West End SELPA
Community Advisory Committee
 Meeting Minutes
 November 02, 2021

<u>District</u>	<u>Present</u>	<u>Absent</u>
Alta Loma		Erin Kouyoumdjian
Central	Vacant	
Chaffey Joint Union	Sharon Neault	
Chaffey Joint Union	Layla Spry	
Chino Valley Unified	Lia Castillo	
Cucamonga	Maela Tanigawa	
Etiwanda	James Cobb	
Mountain View	Vacant	
Mt. Baldy		William Dolphin
Upland Unified	Stephanie Varnon-Hughes	
IRC Agency	Anthony Duenez	
West End SELPA	Ricky Alyassi, Natalie Vivar	

CALLED TO ORDER:

Chairperson Maela Tanigawa called the meeting to order at 5:38 pm.

A. ADMINISTRATIVE ITEMS

1. Introductions and Welcome

Introductions and welcome of all CAC committee members.

2. Acceptance of Agenda for November 02, 2021

Motion made by Sharon Neault to accept the Community Advisory Committee meeting agenda for November 02, 2021, seconded by Layla Spry, motion carried on a 7-0-0-2 vote.

Ayes: Sharon Neault, Layla Spry, Lia Castillo, Maela Tanigawa, James Cobb, Stephanie Varnon-Hughes, Anthony Duenez

Nays: 0

Abstain: 0

Absent: 2

Agenda approved as presented.

3. Review of Member’s Attendance

Attendance notated by West End SELPA, Administrative Assistant.

4. SELPA Administrators Report

SELPA Administrator shared the Cucamonga School District site visit video. SELPA Administrator shared the Buddy Program and exceptional work, instructional techniques, and support Cucamonga offers for our Special Education students and looks forward to visiting other districts for the 2021-22 school year.

5. District/Agency Reports

Alta Loma: None

Chaffey CAC representative shared details on Cougar Relays Program. Rancho Cucamonga High School hosts the program for all moderate/severe special education students. The second program, Grizzley Games, is hosted by Los Osos High School for all mild/moderate special education students. All high school students from Chaffey Joint High School District attend and participate for the day. Chaffey received the Blue-Ribbon award in recognition for its contribution to the special education community.

Chino Valley CAC representative provided an update, and submitted their proposal for SR funds, funding may have been approved. Chino Valley Special Education Director is looking to place one licensed therapist on each campus. Concern was shared related to funding if positions are funded through SR funding, and how to extend position past the 3 years. Other line items are being reviewed through Chino Valley's budget.

Cucamonga CAC representative shared support for inclusion. The special education department with working with their new BCBA and behavior aides to continue to support students with behavioral needs.

Etiwanda CAC representative shared upcoming internal training opportunities being provided to staff: CPI, Mild/Moderate, Moderate/Severe, and RSP training, Spring Intensive behavior training. The New Teacher Binders website was provided to staff which includes updates, IEP terminology updates, a calendar of events, IEP score documents special ed training, a preschool website, behavior supports for strategies to support students. It provides teachers with tools to work with students.

Mt. Baldy: None

Upland CAC representative provided an update on behalf of the Director of Special Education for Upland Unified School District. Upland partnered with Alternative Behavior Strategies to provide training to support school sites around students who are experiencing elevated levels of behavior. Upland has partnered with Behavior Advantage to train paraeducators with behavior, data collection, and behavior intervention.

IRC Agency CAC representative shared that the agency is providing face-to-face services. High level of concerns related to mistreatment occurring in family homes. IRC agency representatives observed a high number of cases who have regressed in the following areas behaviorally, academically, socially, and life skills. Families are happy school has returned to in-person instruction providing their children a routine.

B. PUBLIC COMMENTS:

None

C. DISCUSSION ITEMS

1. Independent Educational Evaluation Criteria

- SELPA Administrator presented the Independent Educational Evaluation Criteria. Discussed revisions and the stated item will move forward to SELPA Advisory and Superintendents' Council. No questions from committee members.
2. Art & Writing Showcase – Theme: “Count on Me” Flyers
Chairperson presented Art & Writing Showcase – Theme: “Count on Me” Flyers. Provided details of the event and location.
 3. West End 2021-22 Presentations
SELPA Administrator provided an update to CAC committee members for the October 5, 2021, ADR presentation. Chaffey and Upland parent representatives shared positive feedback with SELPA Administrator and committee members.
SELPA Administrator shared upcoming presentation topics and presenters:
February 08, 2022 – Topic: Evidence-Based Practices/Social-Emotional Learning | Presenters: Megan Clarry (Clinical Counselor)/Sabrina Ramirez (Behavior Specialist/Psychologist)
March 08, 2022 – Topic: Transition Meetings (Early Start to PreK, elementary to middle school, middle school to high school, high school to college) | Presenters: Julie Aviles (Coordinator), Diana Turner (Program Specialist), Dynita Iverson-Kelley (Transition Project Assistant)
 4. Legislative Day Attendees
SELPA Administrator provided a brief description of Legislative Day and recommended the chair and past chair accompany the SELPA administrator for the 2021-2022 school year Legislative Day.
 5. CAC Member Vacancies:
Chairperson shared current parent vacancies for the following districts: Central School District, Etiwanda School District, and Mountain View School District.
Minor correction, incorrect symbol listed on agenda (asterisk) – no attachment provided for this item

D. Business Action Items

1. Approval of CAC Minutes for September 07, 2021
Motion made by Sharon Neault to accept CAC minutes for September 07, 2021, as presented, seconded by Layla Spry, motion carried on a 7-0-0-2 vote.
Ayes: Sharon Neault, Layla Spry, Lia Castillo, Maela Tanigawa, James Cobb, Stephanie Varnon-Hughes, Anthony Duenez
Nays: 0
Abstain: 0
Absent: 2
2. Approval of CAC Minutes for May 11, 2021
Motion made by Layla Spry to accept CAC minutes for May 11, 2021, as presented, seconded by James Cobb, motion carried on a 7-0-0-2 vote.
Ayes: Sharon Neault, Layla Spry, Lia Castillo, Maela Tanigawa, James Cobb, Stephanie Varnon-Hughes, Anthony Duenez

Nays: 0
Abstain: 0
Absent: 2

3. Art & Writing Showcase Date Revision

Motion made by Anthony Duenez to accept the Art & Writing Showcase Date Revision as presented, seconded by Layla Spry, motion carried on a 7-0-0-2 vote.

Ayes: Sharon Neault, Layla Spry, Lia Castillo, Maela Tanigawa, James Cobb, Stephanie Varnon-Hughes, Anthony Duenez

Nays: 0
Abstain: 0
Absent: 2

4. Independent Education Evaluation Criteria

Motion made by Stephanie Varnon-Hughes to accept the Independent Education Evaluation Criteria as presented, seconded by Anthony Duenez, motion carried on a 7-0-0-2 vote.

Ayes: Sharon Neault, Layla Spry, Lia Castillo, Maela Tanigawa, James Cobb, Stephanie Varnon-Hughes, Anthony Duenez

Nays: 0
Abstain: 0
Absent: 2

5. Legislative Day - Attendees

Motion made by James Cobb to accept Legislative Day – Attendees recommendation as presented, seconded by Lia Castillo, motion carried on a 7-0-0-2 vote.

Ayes: Sharon Neault, Layla Spry, Lia Castillo, Maela Tanigawa, James Cobb, Stephanie Varnon-Hughes, Anthony Duenez

Nays: 0
Abstain: 0
Absent: 2

Chairperson, Maela Tanigawa, and past chair, Sharon Neault recommended to attend Legislative Day for the 2021-22 school year.

E. Future Agenda Items:

None

F. Adjournment

Motion made by James Cobb to adjourn the meeting, seconded by Layla Spry, motion carried on a 7-0-0-2 vote.

Ayes: Sharon Neault, Layla Spry, Lia Castillo, Maela Tanigawa, James Cobb, Stephanie Varnon-Hughes, Anthony Duenez

Nays: 0
Abstain: 0
Absent: 2

Meeting adjourned at 7:02 p.m.