



SAN DIEGO SOUTH COUNTY SPECIAL
EDUCATION LOCAL PLAN AREA
680 L Street, Ste. E, Chula Vista CA 91911

SUPERINTENDENTS' COUNCIL MEETING

March 20, 2024

9:00 am Superintendents'

Council Meeting

MEETING LOCATION

Professional Development Center (PDC)

680 L. St, Ste. C., Chula Vista, CA 91911

A G E N D A

1.0 OPENING PROCEDURES

1.1 Call to Order

1.2 Verification of Quorum

2.0 PUBLIC COMMENTS

2.1 *Members of the audience will have the opportunity to address the Superintendents' Council at this time. Individual speakers will be allowed three (3) minutes to address the Council. Individuals wishing to speak shall complete a "Request to Speak" card and give the completed card to the SELPA Executive Director prior to the start of the meeting.*

3.0 CONSENT ITEMS

3.1 Approval of Agenda.....Pg. 1.

3.2 Approval of Minutes from December 15th 2023.....Pg. 2-3

4.0 Closed Session - Closed Session -Government Code Sections 3549.1(d) MOU and 54917 cf. 4115 Personnel.

5.0 Reconvene to Open Session

5.1 Report from Closed Session

6.0 SELPA Update – The Executive Director will provide SELPA Update, Russell Coronado

7.0 SDCOE Update – The Assistant Superintendent will provide SDCOE Update; Dr. Gloria Ciriza

8.0 DISCUSSION/ACTION ITEM

8.1 Local Plan Review Committee –**(Discussion)** The Council will discuss the input from the Local Plan Review Committee Pg. 4-39

8.2 Local Plan - **(Action)** - Superintendent Council will discuss next steps and approve the SELPA Director presenting a final draft of the Local Plan Governance Section, Annual Service Plan and Annual Budget Plan to the Superintendents' Council for approval at next Superintendent Council meeting.

8.3 SELPA CAC Art and Awards Ceremony – **(Discussion)**- The Council will discuss the upcoming Art and Awards Ceremony Pg. 41

8.4 Allocation Plan 2024-25- **(Action)** – The Council will review and approve the 24-25 allocation plan..... Pg. 42-43

8.5 University Partnership for School Psychologists and Speech and Language Pathologists through the SELPA – **(Discussion)** – The council will review the possibility of the SELPA forming a formal partnership with local universities and developing a internship plan for School Psychologists and Speech and Language Pathologists.

9.0 ADJOURNMENT

Next meeting May 22, 2024



**SUPERINTENDENTS' COUNCIL
MEETING**
December 15, 2023
9:00 am Superintendents'
Council Meeting
MEETING LOCATION – South County SELPA
680 L. St, Ste. C., Chula Vista, CA 91911

A G E N D A

PRESENT:

Dr. Eduardo Reyes, Chula Vista Elementary School District
Karl Mueller, Coronado Unified School District
Dr. Leighangela Brady, National School District
Dr. Moises Aguirre, Sweetwater Union High School District, Acting Chair
Dr. Gina Potter, San Ysidro School District
Russell Coronado, South County SELPA
Mike Simonson, Deputy Superintendent, Deputy Superintendent, SDCOE
Dr. Gloria Ciriza, Assistant Superintendent, SDCOE

1.0 OPENING PROCEDURES

1.1 Call to Order

The meeting was called to order at 9:18 a.m.

1.2 Verification of Quorum

CONSENT ITEMS

2.0 Approval of Agenda.....

M/S/C: Brady / Mueller / Unanimous

2.1 Approval of Minutes of May 10th 2023.....

M/S/C: Mueller / Potter / Unanimous

3.0 Closed Session - Closed Session -Government Code Sections 3549.1(d) MOU and 54917 cf. 4115 Personnel

4.0 Reconvene to Open Session

4.1 Report from Closed Session

Resumed to open session at 9:30 a.m. There was no action taking in closed session.

5.0 SELPA Update – Executive SELPA Director provided the Superintendents' Council with a SELPA Update.

6.0 SDCOE Update – Assistant Superintendent Dr. Gloria Ciriza provide Superintendents' Council with a SDCOE update, to include a review of JCCS Special Education staffing and update on excess cost model presented by Deputy Superintendent Michael Simonson. A update of SDCOE negotiations and Administrative Unit Annual Review was also discussed.

7.0 DISCUSSION/ACTION ITEM

7.1 CAC Save the Date (Discussion) The Council will discuss CAC Art and Award show – -

SELPA Executive Director shared information about the 16th Annual CAC Art and Award Show scheduled for May 23, 2024. This year's theme is Out of this Galaxy.

7.2 Equity Lead RFA (Discussion) The Council will discuss SELPA's ED&D team's interest in the RFA

SELPA Executive Director shared information about a newly released grant opportunities that the ED&D Team may be interested in exploring.

7.3 Parentally Placed Private School Students (PPSS) (Discussion) The Council discussed PPSS and proportionate share.

- 7.4 Davila Extended School Year (ESY) Waiver. **(Action)** It is recommended that the Davila Day School ESY waiver request be approved by the Council.
M/S/C: Brady/Potter/Unanimous
- 7.5 California Children Services CCS Annual Budget – **(Discussion)** SELPA Executive Director provided Council with an update of the SELPA support provided to California Children Services Medical Therapy Unit.
- 7.6 Local Plan Review Committee – **(Discussion)** SELPA Executive Director provided the Superintendents’ Council with an overview of the Local Plan Review Committee and process for precuring input for the local plan development.

7.6.1 (Action) Superintendent Selection for Local Plan Review Committee

Superintendents’ Council members discussed criteria for selecting a Superintendent to be the representative on the Local Plan Review Committee when it is time to review the Governance Section of the Local Plan. The motion was made that the Superintendents’ Chair would be the Superintendent representative for the Local Plan Review Committee, unless there was a conflict of interest. Superintendent Jose Espinoza, Superintendents’ Chair was selected as Superintendent Representative on Local Plan Review Committee.

M/S/C: Potter/Mueller/Unanimous

7.6.1 (Action) Special Education Director Selection; Superintendents’ Council selected South Bay School District’s Director of Student Services, Tom Bevilacqua to serve as the Director representative on the Local Plan Review Committee.

M/S/C: Potter/Reyes/Unanimous

8.0 PUBLIC COMMENTS.

There were no public comments.

9.0 ADJOURNMENT

Meeting adjourned at 11 a.m.

Next meeting March 20, 2024

Chula Vista Elementary
(619) 425-9600

Coronado Unified
(619) 522-8932

National
(619) 336-7500

San Ysidro
(619) 428-4476

South Bay Union
(619) 628-1660

Sweetwater Union
High
(619) 407-6300

2024-25 South County SELPA Local Plan
SECTION B – Governance and Administration
COMPARISON

1/23/2024 Participants: Meghan Whitney (Special Education Representative); Norma Sahagun (Special Education Representative); Lisa Yegin (CAC Representative); Tom Bevilacqua (Special Education Director); Dr. Lilia Meza (General Education Representative); Nitza Romero (South County SELPA Coordinator); Diana Lynn (South County SELPA Coordinator and Meeting Facilitator); Megan Adams (South County SELPA Business Support Assistant). Participants who were unable to attend were sent a [Google Form](#) with linked Section B to review and provide feedback as available.

Section B Question 1 (reviewed 1/23/24)

Describe the geographic service area covered by the local plan:

CURRENT	PROPOSED	Notes
The South County SELPA's geographic service area is the geographic boundaries of the following school districts: National School District, Chula Vista Elementary School District, South Bay Union School District, San Ysidro School District, Sweetwater Union High School District, Coronado Unified School District, and the San Diego County Office of Education.		No proposed input.

Section B Question 2 (reviewed 1/23/24)

Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable:

CURRENT	PROPOSED	Notes
The governance structure of the Special Education Local Plan Area (SELPA) is established by agreement among the governing boards of the member Local Educational Agencies (LEAs). It consists of the Superintendents' Council, which sets policy, and the Community Advisory Committee (CAC), which advises on policy. The CAC members are appointed by the governing boards of the LEAs, consistent with the CAC bylaws. The SELPA Administrator, through the utilization of SELPA staff and appropriate committees, carries out the activities and duties assigned by the Superintendents' Council.		Revisit at a future meeting for proposed input.

SUPERINTENDENTS' COUNCIL**Superintendents Council - ROLE**

CURRENT	PROPOSED	Notes
The Superintendents' Council adopts policy and allocates SELPA resources in accordance with the Local Plan. It also determines, under the Local Plan, the responsibility of each LEA for providing special education services and assures access to special education and services for all students with disabilities residing in the SELPA. All meetings of the Superintendents' Council are open to the public and all persons are permitted to attend and address those meetings in accordance with Government Code Section 54950-54961 (Brown Act).	Meetings occur virtually and are recorded to increase availability/participation and transparency for stakeholders (i.e. parents, educators, grandparents)	

Superintendents Council – FUNCTIONS

CURRENT	PROPOSED	Notes
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• Provides leadership for development of statements of philosophy, policies, goals, priorities, and plans for comprehensive services and programs to the students with disabilities of the SELPA • Makes decisions regarding implementation, administration and operation of regional special education programs and services in accordance with the local plan • Instructs the SELPA Administrator regarding the implementation, administration, and operation of the local plan • Approves the Allocation Plan for the distribution of federal, state, and local funds allocated for special education programs • Approves procedures, which ensure the participation of each Governing Board in regional planning • Ensures equal access to programs and services for all students with disabilities within the SELPA • Establishes policies and approves procedures to ensure compliance by LEAs with the local plan, state and federal laws and regulations. These policies and procedures can be requested through the SELPA office. • Ensures that all regionalized operations and services are performed in accordance with the local plan. A SELPA Administrator is employed who, through the utilization of clerical staff, a special education coordinator, other staff as necessary and appropriate committees carry out the activities and duties assigned and directed by the Superintendents' Council.	• Add verbiage that considers advisement/input from stakeholders. • Add verbiage "and in accordance with governing laws"; • Add verbiage about the operation of the local plan and the CAC; • n/a • Include verbiage about ensuring LEA has process/BP/AR regarding CAC membership/application. • Clarify/operationalize the to-name process. • n/a • Include verbiage for transparency to include roles/duties of SELPA staff; include information re: committees, how to join, if not in this section, where to find the detailed information available;	- Increase information about the specific SELPA committees/roles selection process; membership;
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Superintendents Council – MEMBERSHIP

CURRENT	PROPOSED	Notes
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The Superintendents' Council is composed of a Superintendent from each LEA in the SELPA, or the person performing these duties regardless of title (References throughout the document to Superintendent shall refer to the person performing the duties for that LEA). It is chaired by one of its members, excluding the AU, who is responsible for establishing meeting dates and times. An annual organizational meeting will be held by June of each year. The chair is elected at the annual organizational meeting and assumes responsibility at the first scheduled meeting in the subsequent fiscal year. If the chair is unable to attend, he/she may delegate another superintendent or designee to chair the meeting.		No proposed input
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Superintendents Council – VOTING CRITERIA

CURRENT	PROPOSED	Notes
Each LEA has one vote. Voting decisions are based on a simple majority of votes cast pursuant to meetings duly called in accordance with the established practice of the Superintendents' Council. Representatives of half the LEAs, plus one additional LEA (or rounded to the next whole number) constitute a quorum. A superintendent may send a designee to represent him/her, but this individual may not be the Director or Coordinator of Special Education. A superintendent may give a proxy vote to another member of the Superintendents' Council. A Special Education Director or Coordinator may attend as a non-voting advisor at the request of the LEA Superintendent.	"In the Superintendents' voting: would include for transparency, for example, 2/3 of votes is needed to approve a policy or 60% of votes.	Revisit at a future meeting

COMMUNITY ADVISORY COMMITTEE

Community Advisory Committee (CAC) – ROLE

CURRENT	PROPOSED	Notes
The CAC advises the Superintendents' Council on the amendment and review of the local plan, recommend priorities to be addressed, assist in parent education,	Add that the duties of the CAC include recruitment of CAC members; working with unions; report back to local agencies; give status updates as available; being involved	Where does it outline how the SELPA supports CAC?

encouraging community involvement, supporting activities on behalf of students with disabilities, assisting in parent awareness of importance of regular school attendance, and supporting community involvement in parent advisory committees within LEAs.	in fiscal training and sharing out information to parents to better understand local plan and attendance; CAC creates/establishes mission and vision statement.	
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Community Advisory Committee - MEMBERSHIP

CURRENT	PROPOSED	Notes
Each participating LEA's governing board appoints member(s) to the CAC based on their procedures. The number of members per LEA is outlined in the CAC bylaws, which are available at the SELPA Office.	Add that information can be found online at the District.	Ensure CAC bylaws are available in Spanish.

Community Advisory Committee - VOTING

CURRENT	PROPOSED	Notes
Voting is consistent with the CAC bylaws, which are available at the SELPA Office.	Add bylaws can be found online	Ensure CAC bylaws are available in Spanish

2/6/2024 Participants:

America Ellis (CAC Representative); Lisa Yegin (CAC Representative); Meghan Whitney (Special Education Representative); Tom Bevilacqua (Special Education Director); Nitza Romero (South County SELPA Coordinator), Diana Lynn (South County SELPA Coordinator), Megan Adams (South County SELPA Business Support Assistant).

Participants who were unable to attend were sent a [Google Form](#) with linked Section B to review and provide feedback as available.

LOCAL EDUCATION AGENCY MEMBERSHIP

Procedure for Change to LEA Membership – ADDITION OF LEA (reviewed 2.6.2024)

CURRENT	PROPOSED	Notes
A request by a charter school to participate as an LEA in the South County SELPA will not be treated differently from a similar request made by a school district. For more information, see the SELPA's Policies and Procedures, for the		No proposed updates currently.

Charter School policy and procedure. In reviewing and approving such a request, the following requirements shall apply: The new LEA shall participate in state and federal funding for special education and will receive the funding in the same manner as other LEAs of the SELPA as specified in the SELPA funding allocation plan. The new LEA shall participate in the governance of the SELPA in the same manner as other LEAs of the SELPA.		
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Procedure for Change to LEA Membership – WITHDRAWAL OF LEA (reviewed 2.6.2024)

CURRENT	PROPOSED	Notes
Any LEA in South County SELPA may request to withdraw from the South County SELPA. The procedures for such action follow: A request by a charter school to participate as an LEA in the South County SELPA will not be treated differently from a similar request made by a school district. For more information, see SELPA's Policies and Procedures, for the Charter School policy and procedure. In reviewing and approving such a request, the Superintendent of the LEA requesting withdrawal must submit written notice to the SELPA Administrator on or before September 1 of the school year preceding the school year in which the LEA anticipates withdrawing • The SELPA Director will notify the Superintendents' Council, the San Diego County Office of Education, and the California Department of Education	- In addition to notification to the Supt. Council, also notify CAC members within 15 days. - Two Chief Business Officers were selected by a majority vote of the Superintendents' Council and advisement of the CAC. -	Clarify where policy and procedures are located.

• The SELPA Director and/or staff will review the application and make a written recommendation within 60 days of receipt of the application • The Superintendents' Council will receive copies of the written recommendation at least 10 days prior to the item appearing on the agenda • The Superintendents' Council will take action to approve or disapprove the LEA withdrawing from the SELPA within 100 days of application • If approved, the withdrawal will become effective on July 1 of the next fiscal year • If an LEA withdraws from the SELPA, a committee will be established by the Superintendents' Council to develop a plan for the distribution of SELPA assets within the LEA. The committee will be composed of the following representatives: • Superintendent, Special Education Director, and Chief Business Officer of the withdrawing LEA: One Superintendent selected by a majority vote of the Superintendents' Council • Two Directors of Special Education selected by a majority vote of the Superintendents' Council • Two Chief Business Officers selected by a majority vote of the Superintendents' Council • SELPA Director		
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Section B Question 3 (reviewed 2.6.2024)

Describe the SELPA's regional policy-making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy-making process for coordinating and implementing the local plan:

CURRENT	PROPOSED	Notes
The governing boards of the LEAs agree to designate authority to the Superintendents' Council to approve SELPA-wide policies and procedures, Annual Budget and Service plans, and	- With the advisement of the Local Plan as of Ed. Code - Makes decisions with advisement from the CAC	- Request for meetings to be scheduled at a different time, virtually accessible & and

any subsequent modifications. At the Superintendents' Council meetings, which follow the Brown Act rules, the Council makes decisions regarding these and other items that are required for coordinating and implementing the local plan.		recorded; provide translation services;
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Section B Question 4 (reviewed 2.6.2024)

Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan:

CURRENT	PROPOSED	Notes
The San Diego County Superintendent of Schools is designated as the Administrative Unit (AU) for the South County SELPA. The AU is determined by a majority vote of the Superintendent's Council. San Diego County Office of Education is a participating LEA in the SELPA, and as the AU it shall be responsible for functions such as, but not limited to: • Receipt and distribution of special education funds to LEAs and SELPA accounts for the operation of special education programs and services. • Provision of administrative support • Provision of fiscal and personnel support • Employment of SELPA staff to coordinate the implementation of the plan • Ensures this plan is compatible with other plans within San Diego County		Include information regarding the CAC representing/providing advisement for SDCOE as a member LEA of the South County SELPA.

Section B Question 5 (reviewed 2.6.2024)

CURRENT	PROPOSED	Notes
<u>CURRENT PLAN QUESTION:</u>	<u>NEW PLAN QUESTION:</u> Does SELPA have policies and procedures that allow for the participation of charter schools in the local plan? YES / NO If no, explain why the SELPA does not have the policy and procedures.	

Section B Question 6 (reviewed 2.6.2024)

Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan:

CURRENT	PROPOSED	Notes
The CAC membership includes special education parents, regular education teachers, representatives from community agencies, support staff, and administrators. The role of the CAC in the development of the local plan is to: • Select representatives from the CAC to serve on the Local Plan Amendment Committee • Provide input and review drafts • Provide a forum for members of the public, including parents or guardians of students with disabilities who are receiving services under the plan to address questions or concerns • Provide input to the Superintendents' Council	- Reference ed code, <i>any staff</i>, as recommended by the Board.	- CAC input to the Superintendent's Council is not limited to three minutes. - Note: Facilitate and host CAC meetings virtually so they are accessible; visit times where staff can all be present; survey given re: preferred/accessible times for CAC meetings. -

Section B Question 7 (reviewed 2.6.2024)

Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC:

CURRENT	PROPOSED	Notes
At least every three years during the annual budget and service plan process, the Superintendents' Council will review the Local Plan and determine if changes or amendments to the permanent portion of the Local Plan may be needed. At that time, any public input and consultation can be provided by anyone including special education and regular education teachers, and administrators selected by the groups they represent as well as parent members of the CAC to ensure the information contained within the plan remains relevant and accurate. The CAC may also review the local plan at one of their meetings preceding the Superintendents' Council's review. Each year, the SELPA shall adopt annual budget and service plans at a public hearing scheduled at a Superintendents' Council Meeting. As it is	Include updated Ed. Code Reference re: the revision of the section.	- Revisit at that time; warranting a change/update to Section B;

a public hearing, it provides for public input and consultation by anyone including special education and regular education teachers and may also review the annual budget and service plans at one of their meetings preceding the Superintendents' Council's adoption. When the Superintendents' Council determines that an amendment to the local plan is needed, the following process occurs: The SELPA Administrator, or designee, shall be responsible for the coordination of the amendment of the local plan, and shall form a committee that includes representatives of the following groups who provide input, review drafts and make recommendations to the SELPA's Superintendents' Council. • Special Education Teachers - Selected by LEA • General Education Teachers - Selected by LEA • Superintendent - Selected by the Superintendents' Council • Special Education Director- Selected by the Superintendents' Council • Charter School Representative (if applicable)- Selected by the SELPA • Preschool Representative - Selected by the SELPA • Community Advisory Committee - Selected by the CAC Executive Committee During the amendment process, the Superintendents' Council reviews the recommendations of the CAC, reviews drafts of the local plan amendment committee, seeks input from the governing boards of their respective LEAs, and reviews and approves the final draft of the local plan for submission to the local governing boards for approval. The Superintendents' Council may adopt amendments to the permanent portion of the Local Plan on an interim basis, not to exceed one school year. Amendments approved in this manner shall become permanent upon subsequent approval by all LEAs' governing boards and the California Department of Education.		
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Section B Question 8 (reviewed 2.6.2024)

Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan:

CURRENT	PROPOSED	Notes
The San Diego County Superintendent of Schools is designated as the Administrative Unit (AU) for the South County SELPA. The AU is determined by a majority vote of the Superintendents' Council. It shall be responsible for functions such as, but not limited to the following, but additional duties may be outlined in a separate memorandum of understanding or via an action and vote by the Superintendents' Council: • Receipt and distribution of special education funds to LEAs and SELPA accounts for the operation of special education programs and services • Provisions for administrative support • Provisions for fiscal and personnel support • Employment of SELPA staff to coordinate implementation of the plan		No proposed updates currently

Section B Question 9

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

CURRENT	PROPOSED	Notes
Local educational agencies (LEAs) are responsible for the students ages 3 to 22 within the geographical area consistent with California education code. For children from Birth to 3, San Diego County of Office Hope Infant Program, provides services based on their allocation of Infant Funding Units. San Diego Regional Center also provides for services for children from birth to three as outlined in the Local Interagency Agreement between San Diego Regional Center, San Diego County SELPAs, and Superintendent of Schools San Diego County Office of Education for California Early Start Program.		No proposed updates currently

3/13/2024 Participants:

Meghan Whitney (*Special Education Representative*); Nitza Romero (South County SELPA Coordinator), Diana Lynn (South County SELPA Coordinator), Megan Adams (South County SELPA Business Support Assistant).

Participants who were unable to attend were sent a [Google Form](#) with linked Section B to review and provide feedback as available.

Section B Question 10 (reviewed 3.13.2024)

For multi-LEA local plans, specify:

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

CURRENT	PROPOSED	Notes
Each participating LEA's governing board has the responsibilities outlined below. The LEA governing boards designate authority to the Superintendents' Council to approve SELPA-wide policies and procedures, Annual Budget and Service plans and any subsequent modifications. As it is a participating member, the COE participates in the policy making process • Approve the Local Plan • Implement policies and procedures approved by the Superintendents' Council. The Governing Board may appeal unacceptable provisions as prescribed in the appeals policies. • Appoint members to the Special Education Community Advisory Committee (CAC) in accordance with CAC bylaws and LEA policies. Encourage parental involvement through the members of CAC, receive and consider requests and recommendations from their CAC representatives and other parent groups. • Review formal complaints forwarded by the respective LEA Superintendents as outlined in the LEA's Uniform Complaint Procedures. • Address questions and concerns of the public, including parents or guardians of students with disabilities who are receiving services under the Local Plan. • Notify the California Department of Education, impacted LEAs, SELPAs and participating county offices of education of the intent to elect an alternative option from those specified in California Code, Section 56195.1, at least one year in advance. Exercise authority over the programs they directly maintain consistent with the		No proposed updates

Local Plan for the SELPA and individual LEA policies. Such programs may include students with disabilities who reside in other LEAs or SELPAs. The Operations Committee, comprised of district administrators for special education and the SELPA Administrator, are responsible for reviewing and providing input to the SELPA's policy making board (the Superintendents' Council) any changes in the participating agencies' responsibility for the education of individuals with exceptional needs. Within the SELPA, special education programs and service for low incidence disability groups are provide by all districts or by referral to other districts. Disabled infants (0-3 years) residing within the SELPA are served by the San Diego County Office of Education, through the HOPE Infant Program and San Diego Regional Center for Developmental Disabilities. Changes in services provided by the educational agencies within the SELPA are made according to the policies on program reorganization of programs and services within the SELPA and conflict resolution. These policy statements include how changes are made, how to communicate those changes, where approval is obtained, and how disagreements are resolved. Member Local Educational Agencies comprising the San Diego South County SELPA agree to the following with respect to a reorganization of programs and services within the Local Plan Area. A program reorganization in the South County SELPA occurs to provide special education programs and services to individuals with exceptional needs in the least restrictive environment that is appropriate for the students involved. For purposes of this agreement, a program reorganization is defined as a redistribution of AB 602 funds within the SELPA from one Local Educational Agency (LEA) to another, as well as a transfer of the responsibility for providing educational services to the group of individuals with exceptional needs served in the program who reside within the second LEA. The member LEA requesting a program reorganization of special education programs and services within the SELPA submits such a request in writing to the SELPA Director so that the request can be placed on the next regularly scheduled agenda of the Operations Committee. The Operations Committee provides input regarding the request to the Superintendents' Council for their action. The member LEA requesting a program reorganization must bring such a request to the Operations Committee for review and input by October 1, and the Superintendents' Council must take action on such input by December, in order		
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for that program reorganization to be effective for the following school year. Each participating education agency may appeal a decision by the Superintendents' Council. The Superintendents' Council shall either convene an internal SELPA review panel or select to use an alternative dispute resolution agency to resolve the dispute. In the event of an appeal, an extension of the December timeline can be granted if the LEA, which would potentially reduce service and/or programs, agrees. The above timelines may be waived if all member LEA's that would be involved in or affected by a program reorganization of programs agree. Any internal SELPA reorganization of programs that will not require the redistribution of AB 602 funds within the SELPA from one Local Educational Agency (LEA) to another, and not transfer the responsibility for providing educational services to the group of individuals with exceptional needs served in the program who reside within the second LEA may be approved by a majority vote of the Superintendents' Council.		
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b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan: (reviewed 3.13.2024)

CURRENT	PROPOSED	Notes
Each Superintendent, as chief administrative officer of the participating LEA, is responsible for implementation of the Local Plan in that LEA. The delegation of authority and responsibility is from the Superintendent through the chain of command to each Director or designee for LEA matters and from the Superintendents' Council to the SELPA Administrator for regional matters. As it is a participating member, the COE does participate in the implementation of the local plan, and has a role as the AU. Superintendents of the participating LEAs are responsible for serving on the Superintendents' Council for the SELPA which instructs the SELPA Administrator regarding the implementation of the Local Plan. Under the direction of the Superintendents' Council, the SELPA Administrator develops, implements, and administers the SELPA budget for the establishment of designated services. The SELPA Administrators serves as an ex-officio member of all committees. Each LEA Director, or the person performing these duties, is to provide leadership in the development, implementation, evaluation and improvement of special education programs and services within the LEA. (References throughout the document to Superintendent shall refer to the person performing the duties for that LEA.) The Director is also expected to work collaboratively with other LEAs to		No proposed updates

plan and coordinate educational programs and services for all students with disabilities within the SELPA. In addition, the LEA Director shall facilitate communication between the CAC representative(s) from the LEA and other community parent groups.		
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c. The responsibilities of district and county administrators of special education in coordinating the administration of the local plan: (reviewed 3.13.2024)

CURRENT	PROPOSED	Notes
The role of each LEA for coordinating the administration of the local plan includes: Individual LEAs' are responsible for: • Exercising authority over the programs they directly maintain consistent with the local plan and individual LEA policies (may include students with disabilities who reside in other LEAs or SELPAs) • Developing, implementing, and evaluating, and improving of special education programs and services within the LEA • Gathering, interpreting, and reporting special education program data and annual performance plan indicators, regarding current program operations and effectiveness • Cooperating among LEAs pertaining to the implementation, administration and operation of the local plan • Recommending allocation of resources within the SELPA in accordance with the local plan and the South County SELPA Allocation Plan • Establishing, modifying, and implementing procedures for the operations of the local plan • Establishing and implementing guidelines and procedures to ensure that students with disabilities have access to appropriate programs and services regardless of their district of special education accountability. The SELPA Administrator is responsible to plan, organize, coordinate, direct and manage program activities and services related to the local plan implementation. They are also responsible for providing leadership on legislative issues impacting the SELPA programs. As it is a participating member, the COE does participate in the administration of the local plan, and has a role as the AU.		No proposed updates

Section B Question 11 (reviewed 3.13.2024)

Identify the respective roles of the RLA/AU, the SELPA Administrator, and the individual LEAs associated with the SELPA related to:

a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan.

CURRENT	PROPOSED	Notes
Selection of SELPA Administrator(s): The RLA/AU is responsible for the recruitment of SELPA Administrator(s). The selection of a candidate for the position of SELPA Administrator shall be the responsibility of individual LEAs, through their representative on the Superintendents' Council. (Note: in this section when referring to the Superintendents' Council, where each LEA is represented, this is identifying the role of the individual LEAs.) Selection of SELPA staff: The RLA/AU shall have the responsibility of coordinating the selection process to fill the certificated, classified, and management positions that are determined needed by the Superintendents' Council in conjunction with the SELPA Administrator. Selection of personnel to certificated, classified, or management positions and subsequent appointments shall be made by the RLA/AU upon recommendation of the SELPA Administrator. Employment of SELPA Administrator(s): Any SELPA Administrator is an employee of the AU. It is understood that the AU will be responsible for any allegations of violations arising under the federal and state equal employment law involving a SELPA Administrator. SELPA Administrator(s) are subject to the AU's policies and procedures for day to day operations, but receive direction from, and are responsible to, the Superintendents' Council SELPA Administrator(s)' title, salary and salary schedule shall be set and adjusted by the AU with prior written input from the Superintendents' Council. Employment of SELPA Staff: Subject to the RLA/AU's legal responsibility as employer and subject to its applicable collective bargaining agreements, the SELPA administrator, shall be responsible to supervise, evaluate, and initiate disciplinary procedures in regard to certificated, classified, and management employees assigned to the SELPA. Evaluation of SELPA Administrator: The AU conducts an annual evaluation of the SELPA Administrator, with prior written input from the Superintendents' Council. The Superintendents' Council will consult with and provide recommendations to the AU regarding the evaluation of SELPA Administrator. The Chair of the Superintendents' Council, or his/her designee, will participate in all SELPA		No proposed updates

Administrator evaluations with the AU's Assistant Superintendent of Student Services and Programs. Evaluation of SELPA Staff: Subject to the RLA/AU's legal responsibility as employer and subject to its applicable collective bargaining agreements, the SELPA administrator shall be responsible to evaluate certificated, classified, and management employees assigned to the SELPA. Discipline of SELPA Administrator: The Superintendents' Council will consult with and provide recommendations to the AU regarding the discipline of SELPA Administrator. The AU may only initiate disciplinary procedures for SELPA Administrator pursuant to approval from the Superintendents' Council. The Chair of the Superintendents' Council, or his/her designee, will participate in all SELPA Administrator disciplinary proceedings with an AU representative. The SELPA Administrator shall be free from discrimination or retaliation from the AU. Discipline of SELPA Staff: Subject to the RLA/AU's legal responsibility as employer and subject to its applicable collective bargaining agreements, the SELPA administrator initiate disciplinary procedures in regard to certificated and classified employees assigned to the SELPA. The RLA/ AU may only initiate disciplinary procedures for SELPA managers pursuant to approval from the Superintendents' Council. The SELPA staff shall be free from discrimination or retaliation from the AU.		
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b. The local method used to distribute the federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA. (reviewed 3.13.2024)

CURRENT	PROPOSED	Notes
The role of the RLA/AU in the local method used to distribute the federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA is to receive federal and state funds on behalf of the SELPA, and distribute the funds as determined by the Superintendents' Council. The role of the SELPA Administrator in the local method used to distribute the federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA is to ensure		No proposed updates

that funding is provided consistent with the method agreed upon by the Superintendents' Council. The role of the individual LEAs associated with the SELPA in the local method used to distribute the federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA, and through their representative to the Superintendents' Council, determine the method for distribution of federal and state funds to the SELPA RLA/AU and LEAs within the SELPA		
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c. The operation of special education programs: (reviewed 3.13.2024)

CURRENT	PROPOSED	Notes
The role of the RLA/AU in the operation of special education programs is to hire and employ staff necessary to operate special education programs as determined by the Superintendents' Council. The role of the SELPA Administrator in the operation of special education programs is to operate any special education programs determined by the Superintendents' Council. The SELPA Administrator will provide technical assistance to individual LEAs as needed to assist in the determination of the special education programs they operate. The role of the individual LEAs is to provide a continuum of special education programs that meet the needs of their students with disabilities. Each LEA will determine their needs in which special education programs to operate. Through their representative to the Superintendents' Council, they will approve any changes to the Regional Programs operated within the SELPA. Individual LEAs may be the operators of regional special education programs. RLA/AU responsibilities may be authorized to LEAs by the Superintendent Council, for the operation of regional special education programs operated by Individual LEAs.		No proposed updates

d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs: (reviewed 3.13.2024)

CURRENT	PROPOSED	Notes
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The role of the RLA/AU in the monitoring the appropriate use of federal, state, and local funds allocated for special education programs is to monitor through the review of expenditure reports, special education maintenance of effort reports, or any other documents to ensure appropriate use of these funds. Consistent with education code, the San Diego County Superintendent of Schools will review any fiscal audits. The role of the SELPA Administrator, or designee, in the monitoring the appropriate use of federal, state, and local funds allocated for special education programs is to review expenditure reports, special education maintenance of effort reports, and any other necessary documents to review for appropriate use of the funds and take any corrective steps that may be necessary. The SELPA Administrator, or designee, may provide technical assistance to individual LEAs as appropriate. The role of the individual LEAs in the monitoring the appropriate use of federal, state, and local funds allocated for special education programs is to monitor the appropriate use of federal, state and local funds allocated for special education programs. LEAs utilize their own procedures, including reviews by auditors as required under California Education Code.		No proposed updates
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Section B Question 12

Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to service students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments: (reviewed 3.13.2024)

CURRENT	PROPOSED	Notes
Specialized equipment and services will be provided at the site where the Individualized Education Program (IEP) team has determined as the program where the student with a free and appropriate public education in the least restrictive environment.		No proposed input

2024-25 South County SELPA Local Plan

SECTION B – Governance and Administration COMPARISON

1/23/2024 Participants: Meghan Whitney (Special Education Representative); Norma Sahagun (Special Education Representative); Lisa Yegin (CAC Representative); Tom Bevilacqua (Special Education Director); Dr. Lilia Meza (General Education Representative); Nitza Romero (South County SELPA Coordinator); Diana Lynn (South County SELPA Coordinator and Meeting Facilitator); Megan Adams (South County SELPA Business Support Assistant). Participants who were unable to attend were sent a [Google Form](#) with linked Section B to review and provide feedback as available.

Section B Question 1 (reviewed 1/23/24)

Describe the geographic service area covered by the local plan:

CURRENT	PROPOSED	Notes
The South County SELPA's geographic service area is the geographic boundaries of the following school districts: National School District, Chula Vista Elementary School District, South Bay Union School District, San Ysidro School District, Sweetwater Union High School District, Coronado Unified School District, and the San Diego County Office of Education.	For clarity, add the names of Friendship School, Davila and others that are part of the SDCOE District	No proposed input.

Section B Question 2 (reviewed 1/23/24)

Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable:

CURRENT	PROPOSED	Notes
The governance structure of the Special Education Local Plan Area (SELPA) is established by agreement among the governing boards of the member Local Educational Agencies (LEAs). It consists of the Superintendents' Council, which sets policy, and the Community Advisory Committee (CAC), which advises on policy. The CAC members are appointed by the governing boards of the LEAs, consistent with the CAC bylaws. The SELPA Administrator, through the utilization of SELPA staff and appropriate committees, carries out the activities and duties assigned by the Superintendents' Council.		Revisit at a future meeting for proposed input.

SUPERINTENDENTS' COUNCIL

Superintendents Council - ROLE

CURRENT	PROPOSED	Notes
The Superintendents' Council adopts policy and allocates SELPA resources in accordance with the Local Plan. It also determines, under the Local Plan, the responsibility of each LEA for providing special education services and assures access to special education and services for all students with disabilities residing in the SELPA. All meetings of the Superintendents' Council are open to the public and all persons are permitted to attend and address those meetings in accordance with Government Code Section 54950-54961 (Brown Act).	Meetings occur virtually and are recorded to increase availability/participation and transparency for stakeholders (i.e. parents, educators, grandparents) CAC Review of Plan: verification that the plan has been reviewed by the CAC and that the committee had at least 30 days to make the review prior to submitting the plan to the superintendent. [Section 56200(0)]	

Superintendents Council – FUNCTIONS

CURRENT	PROPOSED	Notes
- Provides leadership for development of statements of philosophy, policies, goals, priorities, and plans for comprehensive services and programs to the students with disabilities of the SELPA - Makes decisions regarding implementation, administration and operation of regional special education programs and services in accordance with the local plan - Instructs the SELPA Administrator regarding the implementation, administration, and operation of the local plan - Approves the Allocation Plan for the distribution of federal, state, and local funds allocated for special education programs	- Add verbiage that considers advisement/input from stakeholders. - Add verbiage “and in accordance with governing laws”; - Add verbiage about the operation of the local plan and the CAC; - n/a - Include verbiage about ensuring LEA has process/BP/AR regarding CAC membership/application. - Clarify/operationalize the to-name process. - n/a - Include verbiage for transparency to include roles/duties of SELPA staff; include information re: committees, how to join, if not in this section, where to find the detailed information available	

Regionalized Services: regionalized services to local programs, such as program specialist services, personnel development training, evaluation, data collection and development of management information systems, and curriculum development.
[Section 56220(c)] 24

• Approves procedures, which ensure the participation of each Governing Board in regional planning • Ensures equal access to programs and services for all students with disabilities within the SELPA • Establishes policies and approves procedures to ensure compliance by LEAs with the local plan, state and federal laws and regulations. These policies and procedures can be requested through the SELPA office. Where are these? • Ensures that all regionalized operations and services are performed in accordance with the local plan. A SELPA Administrator is employed who, through the utilization of clerical staff, a special education coordinator, other staff as necessary and appropriate committees carry out the activities and duties assigned and directed by the Superintendents' Council.	Missing: Nonpublic Schools (NPS): a description of the process utilized to oversee and evaluate NPS placements. Missing: CAC Review of Plan: verification that the plan has been reviewed by the CAC and that the committee had at least 30 days to make the review prior to submitting the plan to the superintendent. [Section 56200(0)] Missing: Specialized Equipment and Services: a description of how the SELPA will distribute equipment and services in order to service students with Low Incidence Disabilities. Missing: Public/Proprietary Hospitals: description of the process for coordinating and providing services to individuals with exceptional needs placed in a hospital or residential medical facility. [Section 56220(e)]	
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Superintendents Council – MEMBERSHIP

CURRENT	PROPOSED	Notes
The Superintendents' Council is composed of a Superintendent from each LEA in the SELPA, or the person performing these duties regardless of title (References throughout the document to Superintendent shall refer to the person performing the duties for that LEA). It is chaired by one of its members, excluding the AU, who is responsible for establishing meeting dates and times. An annual organizational meeting will be held by June of each year. The chair is elected at the annual organizational meeting and assumes responsibility at the first scheduled meeting in the subsequent fiscal year. If the chair is unable to attend, he/she may delegate another superintendent or designee to chair the meeting.	Inform parents of activities occurring related to the LCAP • Increase awareness of additional opportunities for parents to participate. • Encourage participants to present and share their experience • Invite representatives of parent advisory committees to present at CAC meetings	No proposed input

Establish a Special Education information network linking all groups in Special Education and publicize all events through the school system and other community agencies or organizations including a embedding special ed task force at or parent group at individual schools • Create a process to gather and share information on Special Education areas of concern and success. • Sponsor parent/staff recognition events to recognize people who have contributed to making a difference for people with disabilities. • Participate in disability and advocacy events (ADA Celebration, Disability History Week, Ability Awareness activities).

Distribute policy statements related to school attendance. 2022 California Community Advisory Committee Guide.sc 23 • Assist parents and educators in the development of strategies to improve school attendance. • Support local family engagement activities for parents and students to enhance attendance and participation in school activities. • Attend to trends/districtwide concerns about Special Education programs to ensure every child receives educational benefit. • Inform parents about the School Attendance Review Board (SARB) process. • Provide training to SARB panel members about the impact of disability on school attendance.

Facilitate parent training on Special Education programs, issues, rights, and responsibilities, leadership development, supporting parent involvement, collaborative decision-making skills, and other topics as identified by the CAC. • Invite parents to school/district/county trainings as available. • Participate in electronic communication (e.g., cable television systems, teleconferences, satellite training, Webinars, online platforms such as Skype, GoTo Meeting, Zoom, Microsoft Teams, etc.). Develop or access a parent library (e.g., Special Education related books, resources, etc.). • Attend, staff a booth or table, or sponsor conferences, back to school nights, film festivals, fairs, special awards, and other outreach events. • Actively support local Parent Teacher Associations, community agencies, teacher associations and parent groups to broaden the information base regarding CACs and Special Education. • Participate in site and/or district committees that discuss issues for all students and provide them with a perspective on the needs of students with disabilities, as appropriate. • Share information about conferences, workshops and trainings presented by other organizations. • Develop and distribute a local SELPA CAC Handbook. • Recognize staff, parents, and community members with special awards.

Superintendents Council – VOTING CRITERIA

CURRENT	PROPOSED	Notes
Each LEA has one vote. Voting decisions are based on a simple majority of votes cast pursuant to meetings duly called in accordance with the established practice of the Superintendents' Council. Representatives of half the LEAs, plus one additional LEA (or rounded to the next whole number) constitute a quorum. A superintendent may send a designee to represent him/her, but this individual may not be the Director or Coordinator of Special Education. A superintendent may give a proxy vote to another member of the Superintendents' Council. A Special Education Director or Coordinator may attend as a non-voting advisor at the request of the LEA Superintendent.	"In the Superintendents' voting: would include for transparency, for example, /3 of votes is needed to approve a policy or 60% of votes, Encourage community involvement (EC 56194,(d)) CAC representatives provide an important link between the SELPA and other parents within the district(s). They can be instrumental in encouraging and supporting other parents to become involved in the CAC. When CAC representatives are able to effectively assess parent needs, they can assist the SELPA in the selection and implementation of training, meetings, and other forms of communication for the benefit of all.	Revisit at a future meeting

COMMUNITY ADVISORY COMMITTEE

Community Advisory Committee (CAC) – ROLE

CURRENT	PROPOSED	Notes
The CAC advises the Superintendents' Council on the amendment and review of the local plan, recommend priorities to be addressed, assist in parent education, encouraging community involvement, supporting activities on behalf of students with disabilities, assisting in parent awareness of importance of regular school attendance, and supporting community involvement in parent advisory committees within LEAs.	Add that the duties of the CAC include recruitment of CAC members; working with unions; report back to local agencies; give status updates as available; being involved in fiscal training and sharing out information to parents to better understand local plan and attendance; CACs may choose to become involved in additional activities. CAC must have information about Special Education programs and services within the SELPA, district(s) or county. This could be accomplished through different activities, such as discussions and presentations at CAC meetings, parent/teacher surveys, interviews of administrative staff, site visits, and or CAC-sponsored activities.	• Establish committees to explore issues relevant to annual goals • Arrange for speakers on topics of interest

Community Advisory Committee - MEMBERSHIP

CURRENT	PROPOSED	Notes
Each participating LEA's governing board appoints member(s) to the CAC based on their procedures. The number of members per LEA is outlined in the CAC bylaws, which are available at the SELPA Office.	Add that information can be found online at the District Examples of Possible Activities: • Contact local media and community agencies about the CAC, current Special Education issues, speakers, and meeting schedules; • Distribute information about activities and plans to the local board of education at a public meeting. • Support ability awareness activities such as Disability Pride Month and Special Olympics. • Assist in recruiting volunteers for classrooms and CAC activities. • Hold fund-raisers to support activities.	Ensure CAC bylaws are available in Spanish

Section 56194 (CAC Responsibilities)

"The community advisory committee shall have the authority and fulfill the responsibilities that are defined for it in the local plan. The responsibilities shall include, but need not be limited to, all the following:

- Advising the policy and administrative entity of the special education local plan area regarding the development, amendment, and review of the local plan. The entity shall review and consider comments from the community advisory committee.
- Recommending annual priorities to be addressed by the plan.
- Assisting in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the plan.

- d) Encouraging community involvement in the development and review of the local plan.
- e) Supporting activities on behalf of individuals with exceptional needs.
- f) Assisting in parent awareness of the importance of regular school attendance.
- g) Supporting community involvement in the parent advisory committee established pursuant to Section 52063 to encourage the inclusion of parents of individuals with exceptional needs to the extent these pupils also fall within one or more of the definitions in Section 42238.01. (Amended by Stats. 2018, Ch. 32, Sec. 90. (AB 1808) Effective June 27, 2018.)

Community Advisory Committee - VOTING

CURRENT	PROPOSED	Notes
Voting is consistent with the CAC bylaws, which are available at the SELPA Office.	Add bylaws can be found online	Ensure CAC bylaws are available in Spanish

LOCAL EDUCATION AGENCY MEMBERSHIP

Procedure for Change to LEA Membership – ADDITION OF LEA

CURRENT	PROPOSED	Notes
A request by a charter school to participate as an LEA in the South County SELPA will not be treated differently from a similar request made by a school district. For more information, see the SELPA's Policies and Procedures, for the Charter School policy and procedure. In reviewing and approving such a request, the following requirements shall apply: The new LEA shall participate in state and federal funding for special education and will receive the funding in the same manner as other LEAs of the SELPA as specified in the SELPA funding allocation plan. The new LEA shall participate in the governance of the SELPA in the same manner as other LEAs of the SELPA.		

Procedure for Change to LEA Membership – WITHDRAWAL OF LEA

CURRENT	PROPOSED	Notes
Any LEA in South County SELPA may request to withdraw from the South County SELPA. The procedures for such action follow: A request by a charter school to participate as an LEA in the South County SELPA will not be treated differently from a similar request made by a school district. For more information, see the SELPA's Policies and Procedures, for the Charter School policy and procedure. In reviewing and approving such a request, the Superintendent of the LEA requesting withdrawal must submit written notice to the SELPA Administrator on or before September 1 of the school year preceding the school year in which the LEA anticipates withdrawing		

• The SELPA Director will notify the Superintendents' Council, the San Diego County Office of Education, and the California Department of Education • The SELPA Director and/or staff will review the application and make a written recommendation within 60 days of receipt of the application • The Superintendents' Council will receive copies of the written recommendation at least 10 days prior to the item appearing on the agenda • The Superintendents' Council will take action to approve or disapprove the LEA withdrawing from the SELPA within 100 days of application • If approved, the withdrawal will become effective on July 1 of the next fiscal year • If an LEA withdraws from the SELPA, a committee will be established by the Superintendents' Council to develop a plan for the distribution of SELPA assets within the LEA. The committee will be composed of the following representatives: • Superintendent, Special Education Director, and Chief Business Officer of the withdrawing LEA: o One Superintendent selected by a majority vote of the Superintendents' Council • Two Directors of Special Education selected by a majority vote of the Superintendents' Council • Two Chief Business Officers selected by a majority vote of the Superintendents' Council • SELPA Director		
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Section B Question 3

Describe the SELPA's regional policy-making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy-making process for coordinating and implementing the local plan:

CURRENT	PROPOSED	Notes
The governing boards of the LEAs agree to designate authority to the Superintendents' Council to approve SELPA-wide policies and procedures, Annual Budget and Service plans and any subsequent modifications. At the Superintendents' Council meetings, which follow the Brown Act rules, the Council makes decisions regarding these and other items that are required for coordinating and implementing the local plan.		Click or tap here to enter text.

Section B Question 4

Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan:

CURRENT	PROPOSED	Notes
The San Diego County Superintendent of Schools is designated as the Administrative Unit (AU) for the South County SELPA. The AU is determined by a majority vote of the Superintendent's Council. San Diego County Office of Education is a participating LEA in the SEL PA, and as the AU it shall be responsible for function such as, but not limited to: • Receipt and distribution of special education funds to LEAs and SELPA accounts for the operation of special education programs and services. • Provision of administrative support • Provision of fiscal and personnel support • Employment of SELPA staff to coordinate implementation of the plan • Ensures this plan is compatible with other plans within San Diego County		

Section B Question 5

CURRENT	PROPOSED	Notes
CURRENT PLAN QUESTION:	NEW PLAN QUESTION: Does SELPA have policies and procedures that allow for the participation of charter schools in the local plan? YES / NO If No, explain why the SELPA does not have the policy and procedures.	

Section B Question 6

Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan:

CURRENT	PROPOSED	Notes
The CAC membership includes special education parents, regular education teachers, representatives from community agencies, support staff, and administrators. The role of the CAC in the development of the local plan is to: • Select representatives from the CAC to serve on the Local Plan Amendment Committee • Provide input and review drafts • Provide a forum for members of the public, including parents or guardians of students with disabilities who are receiving services under the plan to address questions or concerns • Provide input to the Superintendents' Council	Section 56193 (Parent Majority) "At least the majority of such committee shall be composed of parents of pupils enrolled in schools participating in the Local Plan, and at least a majority of such parents shall be parents of individuals with exceptional needs." (Added by Stats. 1980, Ch. 797, Sec. 9. Effective July 28, 1980.) Section 56195.9 (Local Plan Developed/Updated by Committee) (a) "The plan for special education shall be developed and updated cooperatively by a committee of representatives of special and regular teachers and administrators selected by the groups they represent and with participation by parent members of the community advisory committee, or parents selected by the community advisory committee, to ensure adequate and effective participation and communication". (b) "Commencing July 1, 2020, a special education local plan area shall review its local plan at least once every three years and update as needed to ensure information contained within the plan remains relevant and accurate. This requirement shall not be construed to change the annual budget plan, annual service plan, and annual assurances support plan requirements that are contained in Section 56205." (Amended by Stats. 2018, Ch. 32, Sec. 92. (AB 1808) Effective June 27, 2018.)	of parents of pupils enrolled in schools participating in the Local Plan, and at least a majority of such parents shall be parents of individuals with exceptional needs."

Section B Question 7

Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC:

CURRENT	PROPOSED	Notes
At least every three years during the annual budget and service plan process, the Superintendents' Council will review the Local Plan and		

Section 56240 (Participation in SELPA trainings)

"Staff development programs shall be provided for regular and special education teachers, administrators, certificated and classified employees, volunteers, community advisory committee members and, as appropriate, members of the district and county governing boards. The programs shall be coordinated with other staff development programs in the special education Local Plan area, including school level staff development programs authorized by state and federal law." (Amended by Stats. 2007, Ch. 56, Sec. 33. Effective January 1, 2008.)

determine if changes or amendments to the permanent portion of the Local Plan may be needed. At that time, any public input and consultation can be provided by anyone including special education and regular education teachers, and administrators selected by the groups they represent as well as parent members of the CAC to ensure information contained within the plan remains relevant and accurate. The CAC may also review the local plan at one of their meetings preceding the Superintendents' Council's review. Each year, the SELPA shall adopt annual budget and service plans at a public hearing scheduled at a Superintendents' Council Meeting. As it is a public hearing, it provides for public input and consultation by anyone including special education and regular education teachers and may also review the annual budget and service plans at one of their meetings preceding the Superintendents' Council's adoption. When the Superintendents' Council determines that an amendment to the local plan is needed, the following process occurs: The SELPA Administrator, or designee, shall be responsible for the coordination of the amendment of the local plan, and shall form a committee that includes representatives of the following groups who provide input, review drafts and make recommendations to the SELPA's Superintendents' Council. • Special Education Teachers - Selected by LEA • General Education Teachers - Selected by LEA • Superintendent - Selected by the Superintendents' Council • Special Education Director- Selected by the Superintendents' Council • Charter School Representative (if applicable)- Selected by the SELPA • Preschool Representative - Selected by the SELPA • Community Advisory Committee - Selected by the CAC Executive Committee	Include policies in the Local Plan in the following areas: • Surrogate Parents • Infant/Preschool • Low Incidence • Cross-Cultural • Transition • Behavior Plans & Emergency Procedures • Section 504 (Rehabilitation Act of 1973) Procedures • Transition Programs • Nonpublic School & Nonpublic Agency District Master Contracts & Individual Service Plans • Other Areas as Locally Determined Local Plan Developed/Updated by Committee: the plan for Special Education shall be developed and updated cooperatively by a committee of representatives of special and regular teachers and administrators selected by the groups they represent and with input from the CAC to ensure adequate and effective participation and communication. [Section 56222] Delete "Selected by LEA" Devote 10 or more hours of meeting time to the review of Local Plan sections. Begin with one section. Ask members to read it before the meeting and then to relate their thoughts and questions to the CAC. • Plan time to visit programs described in the Local Plan, as appropriate, in order to provide data to the SELPA and/or governing board. • Be aware of new legislation that would, if made law, require changes in the Local Plan. Are you informed and updated on amendments? • Be aware of program delivery, especially when changes are on the horizon and the CAC needs to provide input on future implementation. • Present any suggestions for change in the Local Plan to the Special Education administration and school board(s) in an annual report. • Hold public meetings inviting parents and other members of the community to talk about current programs and services	
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Provide CaC Support: • Training the CAC and parents (including location and operational needs)
• Access to administrative staff; • Access to connect with parents to assess parent education needs; • Resources to support the provisions of trainings; • Access to SELPA/District calendars of activities; • Ability to post information on the CAC webpage.; • Access to SELPA /District communication methods.; Access to information about community, district, and statewide disability activities; Access to information about community and statewide disability related award opportunities (CCE, ACSE, ACSA etc.)

The CAC needs training for CAC members which should include information about state monitoring activities and other special education performance reports.

- Provide training about state monitoring activities and other special education performance reports;
 - Assign a CAC member or subcommittee to provide updates on legislation affecting Special Education programs.;
 - Present the program priorities annually or on an ongoing basis
- Supports:**• Logistical support (i.e., involving organization and planning); • Access to information on legislation; Child care for CAC when needed

During the amendment process, the Superintendents' Council reviews the recommendations of the CAC, reviews drafts of the local plan amendment committee, seeks input from the governing boards of their respective LEAs, and reviews and approves the final draft of the local plan for submission to the local governing boards for approval. The Superintendents' Council may adopt amendments to the permanent portion of the Local Plan on an interim basis, not to exceed one school year. Amendments approved in this manner shall become permanent upon subsequent approval by all LEAs' governing boards and the California Department of Education.		
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Section B Question 8

Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan:

CURRENT	PROPOSED	Notes
The San Diego County Superintendent of Schools is designated as the Administrative Unit (AU) for the South County SELPA. The AU is determined by a majority vote of the Superintendents' Council. It shall be responsible for functions such as, but not limited to the following, but additional duties may be outlined in a separate memorandum of understanding or via an action and vote by the Superintendents' Council: • Receipt and distribution of special education funds to LEAs and SELPA accounts for the operation of special education programs and services • Provisions for administrative support • Provisions for fiscal and personnel support • Employment of SELPA staff to coordinate implementation of the plan		

Section B Question 9

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

CURRENT	PROPOSED	Notes
Local educational agencies (LEAs) are responsible for the students ages 3 to 22 within the geographical area consistent with California education code. For children from Birth to 3, San Diego County of Office Hope Infant Program, provides services based on their allocation of Infant Funding Units. San Diego Regional Center also provides for services for children from birth to three as outlined in the Local Interagency Agreement between San Diego Regional Center, San Diego County SELPAs, and Superintendent of Schools San Diego County Office of Education for California Early Start Program.	Missing: Dispute Resolution: a description of mediation and binding arbitration to resolve disputes within the SELPA and with other agencies.	

Section B Question 10

For multi-LEA local plans, specify:

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

CURRENT	PROPOSED	Notes
Each participating LEA's governing board has the responsibilities outlined below. The LEA governing boards designate authority to the Superintendents' Council to approve SELPA-wide policies and procedures, Annual Budget and Service plans and any subsequent modifications. As it is a participating member, the COE participates in the policy making process • Approve the Local Plan • Implement policies and procedures approved by the Superintendents' Council. The Governing Board may appeal unacceptable provisions as prescribed in the appeals policies. • Appoint members to the Special Education Community Advisory Committee (CAC) in accordance with CAC bylaws and LEA policies. Encourage parental involvement through the members of CAC, receive and consider requests and recommendations from their CAC representatives and other parent groups. • Review formal complaints forwarded by the respective LEA Superintendents as outlined in the LEA's Uniform Complaint Procedures. • Address questions and concerns of the public, including parents or guardians of students with disabilities who are receiving services under the Local Plan. • Notify the California Department of Education, impacted LEAs, SELPAs and participating county offices of education of the intent to elect an alternative		

option from those specified in California Code, Section 56195.1, at least one year in advance. Exercise authority over the programs they directly maintain consistent with the Local Plan for the SELPA and individual LEA policies. Such programs may include students with disabilities who reside in other LEAs or SELPAs. The Operations Committee, comprised of district administrators for special education and the SELPA Administrator, are responsible for reviewing and providing input to the SELPA's policy making board (the Superintendents' Council) any changes in the participating agencies' responsibility for the education of individuals with exceptional needs. Within the SELPA, special education programs and service for low incidence disability groups are provide by all districts or by referral to other districts. Disabled infants (0-3 years) residing within the SELPA are served by the San Diego County Office of Education, through the HOPE Infant Program and San Diego Regional Center for Developmental Disabilities. Changes in services provided by the educational agencies within the SELPA are made according to the policies on program reorganization of programs and services within the SELPA and conflict resolution. These policy statements include how changes are made, how to communicate those changes, where approval is obtained, and how disagreements are resolved. Member Local Educational Agencies comprising the San Diego South County SELPA agree to the following with respect to a reorganization of programs and services within the Local Plan Area. A program reorganization in the South County SELPA occurs to provide special education programs and services to individuals with exceptional needs in the least restrictive environment that is appropriate for the students involved. For purposes of this agreement, a program reorganization is defined as a redistribution of AB 602 funds within the SELPA from one Local Educational Agency (LEA) to another, as well as a transfer of the responsibility for providing educational services to the group of individuals with exceptional needs served in the program who reside within the second LEA. The member LEA requesting a program reorganization of special education programs and services within the SELPA submits such a request in writing to the SELPA Director so that the request can be placed on the next regularly scheduled agenda of the Operations Committee. The Operations Committee provides input		
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regarding the request to the Superintendents' Council for their action. The member LEA requesting a program reorganization must bring such a request to the Operations Committee for review and input by October 1, and the Superintendents' Council must take action on such input by December, in order for that program reorganization to be effective for the following school year. Each participating education agency may appeal a decision by the Superintendents' Council. The Superintendents' Council shall either convene an internal SELPA review panel or select to use an alternative dispute resolution agency to resolve the dispute. In the event of an appeal, an extension of the December timeline can be granted if the LEA, which would potentially reduce service and/or programs, agrees. The above timelines may be waived if all member LEA's that would be involved in or affected by a program reorganization of programs agree. Any internal SELPA reorganization of programs that will not require the redistribution of AB 602 funds within the SELPA from one Local Educational Agency (LEA) to another, and not transfer the responsibility for providing educational services to the group of individuals with exceptional needs served in the program who reside within the second LEA may be approved by a majority vote of the Superintendents' Council.		
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b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan:

CURRENT	PROPOSED	Notes
Each Superintendent, as chief administrative officer of the participating LEA, is responsible for implementation of the local plan in that LEA. The delegation of authority and responsibility is from the Superintendent through the chain of command to each Director or designee for LEA matters and from the Superintendents' Council to the SELPA Administrator for regional matters. As it is a participating member, the COE does participate in the implementation of the local plan, and has a role as the AU. Superintendents of the participating LEAs are responsible for serving on the Superintendents' Council for the SELPA which instructs the SELPA Administrator regarding the implementation of the local plan. Under the direction of the Superintendents' Council, the SELPA Administrator develops, implements, and administers the SELPA budget for the establishment of designated services. The SELPA Administrators serves as an ex-officio member of all committees. Each LEA Director, or the person performing these duties, is to provide		

leadership in the development, implementation, evaluation and improvement of special education programs and services within the LEA. (References throughout the document to Superintendent shall refer to the person performing the duties for that LEA.) The Director is also expected to work collaboratively with other LEAs to plan and coordinate educational programs and services for all students with disabilities within the SELPA. In addition, the LEA Director shall facilitate communication between the CAC representative(s) from the LEA and other community parent groups.		
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c. The responsibilities of district and county administrators of special education in coordinating the administration of the local plan:

CURRENT	PROPOSED	Notes
The role of each LEA for coordinating the administration of the local plan includes: Individual LEAs' are responsible for: • Exercising authority over the programs they directly maintain consistent with the local plan and individual LEA policies (may include students with disabilities who reside in other LEAs or SELPAs) • Developing, implementing, and evaluating, and improving of special education programs and services within the LEA • Gathering, interpreting, and reporting special education program data and annual performance plan indicators, regarding current program operations and effectiveness • Cooperating among LEAs pertaining to the implementation, administration and operation of the local plan • Recommending allocation of resources within the SELPA in accordance with the local plan and the South County SELPA Allocation Plan • Establishing, modifying, and implementing procedures for the operations of the local plan • Establishing and implementing guidelines and procedures to ensure that students with disabilities have access to appropriate programs and services regardless of his/his district of special education accountability. The SELPA Administrator is responsible to plan, organize, coordinate, direct and manage program activities and services related to the local plan implementation. They are also responsible for providing leadership on legislative issues impacting the SELPA programs. As it is a	Providing Logistical support to CAC (i.e., involving organization and planning) 2022 California Community Advisory Committee Guide.sc 21 • Assistance in disseminating information to assess the parent education needs in the district(s). • Resources to fund/support the provisions of trainings.	

participating member, the COE does participate in the administration of the local plan, and has a role as the AU.		
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Section B Question 11

Identify the respective roles of the RLA/AU, the SELPA Administrator, and the individual LEAs associated with the SELPA related to:

- a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan.

CURRENT	PROPOSED	Notes
Selection of SELPA Administrator(s): The RLA/AU is responsible for the recruitment of SELPA Administrator(s). The selection of a candidate for the position of SELPA Administrator shall be the responsibility of individual LEAs, through their representative on the Superintendents' Council. (Note: in this section when referring to the Superintendents' Council, where each LEA is represented, this is identifying the role of the individual LEAs.) Selection of SELPA staff: The RLA/AU shall have the responsibility of coordinating the selection process to fill the certificated, classified, and management positions that are determined needed by the Superintendents' Council in conjunction with the SELPA Administrator. Selection of personnel to certificated, classified, or management positions and subsequent appointments shall be made by the RLA/AU upon recommendation of the SELPA Administrator. Employment of SELPA Administrator(s): Any SELPA Administrator is an employee of the AU. It is understood that the AU will be responsible for any allegations of violations arising under the federal and state equal employment law involving a SELPA Administrator. SELPA Administrator(s) are subject to the AU's policies and procedures for day to day operations, but receive direction from, and are responsible to, the Superintendents' Council SELPA Administrator(s)' title, salary and salary schedule shall be set and adjusted by the AU with prior written input from the Superintendents' Council. Employment of SELPA Staff: Subject to the RLA/AU's legal responsibility as employer and subject to its applicable collective bargaining agreements, the SELPA administrator, shall be responsible to supervise, evaluate, and initiate disciplinary procedures in regard to certificated, classified, and management employees assigned to the SELPA. Evaluation of SELPA Administrator: The AU conducts an annual evaluation of the SELPA Administrator, with prior written input from the Superintendents' Council. The Superintendents' Council will consult with and provide recommendations to the AU regarding the evaluation of SELPA Administrator. The Chair of the	• Establish committees to explore issues relevant to annual goals • Collaborate with CAC to support arrangement for speakers on topics of interest Connection to local parent support organizations • Collaborative relationship with local Special Education administrator(s)	

Superintendents' Council, or his/her designee, will participate in all SELPA Administrator evaluations with the AU's Assistant Superintendent of Student Services and Programs. Evaluation of SELPA Staff: Subject to the RLA/AU's legal responsibility as employer and subject to its applicable collective bargaining agreements, the SELPA administrator shall be responsible to evaluate certificated, classified, and management employees assigned to the SELPA. Discipline of SELPA Administrator: The Superintendents' Council will consult with and provide recommendations to the AU regarding the discipline of SELPA Administrator. The AU may only initiate disciplinary procedures for SELPA Administrator pursuant to approval from the Superintendents' Council. The Chair of the Superintendents' Council, or his/her designee, will participate in all SELPA Administrator disciplinary proceedings with an AU representative. The SELPA Administrator shall be free from discrimination or retaliation from the AU. Discipline of SELPA Staff: Subject to the RLA/AU's legal responsibility as employer and subject to its applicable collective bargaining agreements, the SELPA administrator initiate disciplinary procedures in regard to certificated and classified employees assigned to the SELPA. The RLA/ AU may only initiate disciplinary procedures for SELPA managers pursuant to approval from the Superintendents' Council. The SELPA staff shall be free from discrimination or retaliation from the AU.	Add and CAC Members who are employed staff	
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b. The local method used to distribute the federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA.

CURRENT	PROPOSED	Notes
The role of the RLA/AU in the local method used to distribute the federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA is to receive federal and state funds on behalf of the SELPA, and distribute the funds as determined by the Superintendents' Council. The role of the SELPA Administrator in the local method used to distribute the federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA is to ensure		

that funding is provided consistent with the method agreed upon by the Superintendents' Council. The role of the individual LEAs associated with the SELPA in the local method used to distribute the federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA, and through their representative to the Superintendents' Council, determine the method for distribution of federal and state funds to the SELPA RLA/AU and LEAs within the SELPA		
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c. The operation of special education programs:

CURRENT	PROPOSED	Notes
The role of the RLA/AU in the operation of special education programs is to hire and employ staff necessary to operate special education programs as determined by the Superintendents' Council. The role of the SELPA Administrator in the operation of special education programs is to operate any special education programs determined by the Superintendents' Council. The SELPA Administrator will provide technical assistance to individual LEAs as needed to assist in the determination of the special education programs they operate. The role of the individual LEAs is to provide a continuum of special education programs that meet the needs of their students with disabilities. Each LEA will determine their needs in which special education programs to operate. Through their representative to the Superintendents' Council, they will approve any changes to the Regional Programs operated within the SELPA. Individual LEAs may be the operators of regional special education programs. RLA/AU responsibilities may be authorized to LEAs by the Superintendent Council, for the operation of regional special education programs operated by Individual LEAs.		

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

CURRENT	PROPOSED	Notes
The role of the RLA/AU in the monitoring the appropriate use of federal, state, and local funds allocated for special education programs is to monitor through the review of expenditure reports, special education maintenance of effort reports, or any other documents to ensure appropriate use of these funds. Consistent with education code, the San Diego County Superintendent of Schools will review any fiscal audits. The role of the SELPA Administrator, or designee, in the monitoring the appropriate use of federal, state, and local funds allocated for special education programs is to review expenditure reports, special education maintenance of effort reports, and any other necessary documents to review for appropriate use of the funds and take any corrective steps that may be necessary. The SELPA Administrator, or designee, may provide technical assistance to individual LEAs as appropriate. The role of the individual LEAs in the monitoring the appropriate use of federal, state, and local funds allocated for special education programs is to monitor the appropriate use of federal, state and local funds allocated for special education programs. LEAs utilize their own procedures, including reviews by auditors as required under California Education Code.		

Section B Question 12

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

CURRENT	PROPOSED	Notes
Specialized equipment and services will be provided at the site where the Individualized Education Program (IEP) team has determined as the program where the student with a free and appropriate public education in the least restrictive environment.		

San Diego South County
Special Education Local Plan Area (SELPA)

Community Advisory Committee Sixteenth Annual Art and Awards Recognition

*****SAVE THE DATE*****

South County SELPA Presents
The Sixteenth Annual Art and Awards Recognition

This year's theme is: ***"Out of this Galaxy!"***



Date: Thursday, May 23, 2024

Time: 4:30 – 6 p.m.

Location: South County
Regional Center (SCREC)
800 National City Blvd.
National City, CA 91950

Register at:

<http://sdcoe.k12oms.org/1036-242940>

South County SELPA
Estimated Funding
2024-25
Based on LEA ADA

The greater of current year ADA, prior ADA or prior prior ADA for each District/LEA

0.76 % - COLA

	A 2022-2023 ADA	A-1 2023-2024 ADA	A-2 2024-2025 ADA	A-3 2024-2025 Max of A- A-2	B 2024-2025 State Apport.	C SELPA Base Funding For VI, Inter-SELPA & Davila Programs
		P-2 Estimate	P-2 Estimate			
AN R1				Funded ADA	\$ 894.14	423,047
Chula Vista	26,640.10	26,845.93	26,845.93	26,845.93	\$ 24,004,020	\$ (148,299)
Coronado	2,642.01	2,607.40	2,650.28	\$ 2,650.28	\$ 2,369,722	\$ (14,641)
National	4,202.20	4,144.45	4,226.39	\$ 4,226.39	\$ 3,778,984	\$ (23,347)
San Ysidro	3,893.69	3,861.67	3,789.00	\$ 3,893.69	\$ 3,481,504	\$ (21,509)
South Bay	5,350.78	5,232.88	5,232.88	\$ 5,350.78	\$ 4,784,346	\$ (29,558)
Sweetwater	32,513.78	32,187.00	31,505.00	\$ 32,513.78	\$ 29,071,871	\$ (179,609)
CSSF	1,096.54	1,093.61	1,101.53	\$ 1,101.53	\$ 984,922	\$ (6,085)
Friendship	-	-	-	\$ -	\$ -	\$ -
Davila	24.25	23.63	23.63	\$ 23.63	\$ 21,129	\$ 28,801
SELPA Acctnt	-	-	-	\$ -	\$ -	\$ 394,247
TOTALS	76,363.35	75,996.57	75,374.64	\$ 76,606.01	\$ 68,496,498	

	D 2024-2025 Friendship Funding	E 2024-2025 Property Taxes	F 2024-2025 State Apport	G 2024-2025 Program Specialist Regionalized Svces	H 2024-2025 Program Specialist	I 2024-2025 Low Incidence
					\$697,857	
Chula Vista	\$ (2,036,418)	\$ 21,819,303			244,634	\$ 452,011
Coronado	\$ (203,062)	\$ 2,152,019			24,151	\$ 52,155
National	\$ (324,537)	\$ 3,431,100			38,513	\$ 86,925
San Ysidro	\$ (297,113)	\$ 3,162,882			35,481	\$ 66,063
South Bay	\$ (408,934)	\$ 4,345,854			48,759	\$ 55,632
Sweetwater	\$ (2,427,969)	\$ 26,464,293			296,283	\$ 598,047
CSSF	\$ (482,612)	\$ (570,779)	\$ (74,554)		5,119	\$ 236,437
Friendship	\$ 482,612	\$ (424,434)	\$ 58,178		4,919	\$ 97,356
Davila	\$ (175,102)	\$ (125,172)			-	\$ 125,172
SELPA Acctnt	\$ (235,551)	\$ 158,696		1,743,442	(697,859)	\$ -
TOTALS	\$ -	\$ (7,103,899)	\$ 61,392,599	1,743,442	-	\$ 1,769,798

South County SELPA
Estimated Funding
2024-25
Based on LEA ADA

	J 2024-2025 Out of Home Care	K 2024-2025 Sub-Total State Funds	L 2024-2025 SEIS Expenses	M 2024-2025 SELPA Expenses	N 2024-2025 State Apportionment	O 2024-2025 Property Tax
Chula Vista	250,598	22,766,546	(50,322)	(681,960)	\$ 22,034,264	\$ 2,036,418
Coronado	10,251	2,238,576	(4,208)	(576,461)	\$ 1,657,907	\$ 203,062
National	38,956	3,595,494	(8,558)	(1,164,658)	\$ 2,422,278	\$ 324,537
San Ysidro	36,905	3,301,331	(7,169)	(709,637)	\$ 2,584,525	\$ 297,113
South Bay	75,861	4,526,106	(11,697)	(1,072,277)	\$ 3,442,132	\$ 408,934
Sweetwater	799,838	28,158,461	(57,329)	(3,848,638)	\$ 24,252,494	\$ 2,427,969
CSSF		167,002	(2,547)	(164,455)	\$ -	\$ 570,779
Friendship		160,453	(2,448)	(158,005)	\$ -	\$ 424,434
Davila		-	-	-	\$ -	\$ 175,102
SELPA Acctnt	268,588	1,472,867	144,278	8,376,091	\$ 9,993,236	\$ 235,551
TOTALS	\$ 1,480,997	66,386,836			\$ 66,386,836	\$ 7,103,899

Using New Formula

	P 2024-2025 District Entitlement
Chula Vista	\$ 24,070,682
Coronado	\$ 1,860,969
National	\$ 2,746,815
San Ysidro	\$ 2,881,638
South Bay	\$ 3,851,066
Sweetwater	\$ 26,680,463
CSSF	\$ 570,779
Friendship	\$ 424,434
Davila	\$ 175,102
SELPA Acctnt	\$ 10,228,787
TOTALS	\$ 73,490,735