

HACIENDA LA PUENTE UNIFIED SCHOOL DISTRICT

BOARD INQUIRY

Date Received: June 11, 2025

Time: 4:13 p.m.

Board Member: Adriana Quiñones

Administrator: Mayra J. Helguera, Ed.D.

**I. ESTIMATED RESPONSE TIME REQUIRED:** 3 hours and 15 minutes

**II. INQUIRY/ISSUE DESCRIPTION:** Follow-Up Questions – Agenda Item 5.04g sent to Dr. Jimenez via email on Wednesday, June 11, 2025, at 4:13 p.m.;

*For the 2023–2024 year, the annual grant amount was \$4,005,805. Could you please provide a detailed breakdown of how these funds were spent? Additionally, did we exceed this amount? If so, how was the shortfall covered?*

**III. ANALYSIS/FACT FINDING:**

*Detailed breakdown of how these funds were spent:*

<b>2023-24 Individuals with Disabilities Education Act (IDEA) 611 Local Assistance Entitlements Comprehensive Coordinating Early Intervening Services (“CCEIS”)</b>	
<p>CCEIS is a process mandated for Local Educational Agencies (“LEA”) identified as Significantly Disproportionate by the California Department of Education (“CDE”).</p> <p>Disproportionality is the overrepresentation of a specific race or ethnicity identified in one or more of four areas: identification of a disability in general; identification of a specific race or ethnicity in a specific disability category; discipline; and placement.</p> <p>Significant Disproportionality is the identification of disproportionality for three consecutive years in the same indicator and category of disproportionality.</p> <p>The Hacienda La Puente Unified School District (“District”) has been identified as Significantly Disproportionate since the 2016-17 school year, for overidentifying Hispanic/Latino students with having a disability.</p> <p>Under the Federal Individuals with Disabilities Education Act (“IDEA”) requirements, if a LEA is identified as significantly disproportionate, the LEA must reserve 15 percent of its 611 and 619 IDEA grant funds to provide CCEIS to students in the LEA. CCEIS funds are utilized for students in</p>	\$600,871

<p>general education who have not been identified as having a disability.</p> <p>15% of \$4,005,805 = \$600,871</p>	
<p><b>Proportionate Share</b></p> <p>The "proportionate share" requirement, mandated by the IDEA Section 611, requires LEAs to allocate a portion of their IDEA Part B funds to provide special education and related services to children with disabilities who are enrolled by their parents in private schools within the LEA's jurisdiction through a Service Plan (SP). This allocation ensures that these children have access to special education services, even though they are not attending public schools.</p> <p>LEAs must spend the entire proportionate share of the IDEA 611 Part B funds on parentally-placed private school children with disabilities, regardless of the availability of state and local funds.</p> <p>To determine the proportionate share calculation for the 2023-2024 fiscal year, a LEA needed the following information:</p> <ol style="list-style-type: none"> <li>1) The California Longitudinal Pupil Achievement Data System ("CALPADS") total child count for IDEA eligible children with disabilities with an Individualized Education Program ("IEP") enrolled in the District/SELPA, between the ages of three to twenty-one, reported on the CALPADS Census Day October 6, 2022 (<b>HLPUSD = 2,231</b>)</li> <li>2) The CALPAS total child count for IDEA-eligible parentally-placed children with disabilities, enrolled in elementary or secondary private schools within the District/SELPA's boundaries, between the ages of three and twenty-one, and reported on the CALPADS End-of-Year ("EOY4") submission for the 2022-23 school year. (<b>HLPUSD = 15</b>)</li> </ol> <p>These two number (2,231 + 15) are then combined to determine the total IDEA eligible children within the District/SELPA's boundaries.</p> <p>Next, the following calculations must be utilized:</p> <p>Total Allocation (\$4,005,805) divided by the Total IDEA Eligible Children (2,246) to obtain the Average Allocation per IDEA Eligible Child (\$1,783.53)</p> <p>Finally, the District must take the Average Allocation per IDEA Eligible Child (\$1,783.53) multiplied by Total Parentally Placed Eligible Children (15) to determine the Total Proportionate Share (\$26,752.93)</p> <p>The proportionate share is the minimum amount the District must expend for</p>	<p style="text-align: right;">\$26,753</p>

parentally-placed children with disabilities.  For the 2023-24 school year, the \$26,752.93 was utilized to fund 14% of the annual salary and benefits for the District’s School Psychologist assigned to conducts assessments and support parentally-placed children with disabilities enrolled in private schools within the District’s boundaries.	
<b>Instructional Aide – Special Education Salaries</b>  The remaining balance (\$3,378,181) was used to pay for Instructional Aide I – Special Education and Instructional Aide II – Special Education supporting students within special education preschool programs, special day class programs, and resource specialist programs.	\$3,378,181
<b>Total Allocation</b>	\$4,005,805

***Did we exceed this amount? If so, how was the shortfall covered?:***

As \$3,378,181 is not enough to pay for all of the Instructional Aides – Special Education that are needed in order to support students with IEPs, all other Instructional Aides – Special Education are charged to the Special Education (AB602) Principal Apportionment. AB 602 provides funding to Special Education Local Plan Areas (“SELPA”) based on the SELPA members funded average daily attendance (“ADA”) and other data elements.

**Review of the expenditures to identify any potential areas of cost savings:**

1. ***Factors Contributing to the Increasing Percentage of Students with IEPs:*** Development and implementation of an integrated multi-tiered system of supports (“MTSS”) framework with tiers of interventions and supports to address a student’s academic, behavioral, and social-emotional differences and needs. The framework should focus on first best instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems that are necessary for the success of all students. Provide training for all schools, and monitor, support and require its consistent use.
2. ***Factors Contributing to the Increasing Percentage of Students with IEPs:*** Development and utilization of a consistent and coherent Student Study Team (“SST”) model districtwide to monitor, revise, and implement new interventions, strategies and techniques that are intended to keep the focus on maximizing student achievement in the general education environment.
3. ***Factors Contributing to the Increasing Percentage of Students with IEPs:*** Development and utilization of a consistent and coherent Student Study Team (“SST”) model districtwide to monitor, revise, and implement new interventions, strategies and techniques that are intended to keep the focus on maximizing student achievement in the general education environment.
4. ***Factors Contributing to the Increasing Percentage of Students with IEPs:*** Provide training and support for schools on positive behavioral interventions and support (PBIS). PBIS

concentrates on fostering the emotional and behavioral learning of students, which leads to an increase in engagement and a decrease in problematic behavior over time. As many of the students who have Intensive Individualized Services (1:1 aide support) are due to behavioral issues, this could help reduce the number of students requiring this type of support.

5. ***Significant Disproportionality:*** Develop and implement a new Compliance and Improvement Monitoring (“CIM”) plane for CCEIS Action Plan to reduce its overrepresentation of Hispanic/Latino students in special education.
6. ***Staffing:*** Expand the advertisement of the monthly Instructional Aide – Special Education hiring recruitment events in an effort to reach more potential applicants and be able to reduce the number of contracted Instructional Aides that must be hired to provide special education and related services to students with IEPs due to districtwide vacancies.
7. ***Inclusive Practices:*** Provide training in inclusive practices to foster a mindset that students with disabilities can be successfully included in general education settings.
8. ***Fade Out Plans:*** Ensure that each IEP with Intensive Individualized Services (1:1 aide support), except for medically necessary support, contains goals for independence and a fade out plan that is actively monitored. (To be implemented starting the 2025-26 school year)