

LOCAL PLAN
Section A: Contacts and Certifications
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

Section A: Contacts and Certifications

SELPA

Fiscal Year

Contact Information and Certification Requirements

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

☐ **NEW SELPA** (for proposed multiple Local Educational Agency (LEA) SELPA, or COE joined SELPA only)

☐ Local Plan Section B: Governance and Administration

☒ Local Plan Section D: Annual Budget Plan

☐ Select if this Local Plan Section D submission was revised after June 30th due date

- Local Plan Section D
- Certifications 2, 3, 4 and 5 are required
- Attachments I-V are required
- If the submission is an amendment of special education revenues and/or expenditures previously reported to the CDE due to changes in services and programs provided by LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section E: Annual Service Plan, along with Attachment VI and VII.

☒ Local Plan Section E: Annual Service Plan

☐ Select if this Local Plan Section E submission was revised after June 30th due date

- Local Plan Section E
- Certifications 2, 3, 4 and 5 are required
- Attachments I and VI are required
- If the submission is an amendment of programs and services previously reported to the CDE that affect the allocation of special education funds to LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section D: Annual Budget Plan, along with Attachments II-V and VII.

☐ Local Educational Agency Membership Changes

A2. SELPA Identification

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

SELPA

Section A: Contacts and Certifications

SELPA

Fiscal Year

A3. SELPA Director Contact Information

Enter address information for the SELPA. Include current SELPA Director contact information.

NOTE: SELPA Director position changes do not require amendments to the Local Plan.

However, in such cases the new SELPA Director assumes the responsibility for the contents and implementation of the last approved Local Plan filed with the CDE.

SELPA Name	Mid-Cities SELPA		
Street Address	16703 South Clark Avenue, Bldg C	Zip Code	90706
City	Bellflower	County	Los Angeles
Mailing Address	16703 South Clark Avenue, Bldg C		
City	Bellflower	Zip Code	90706
Director First Name	Diana	Administrator Last Name	Zepeda-McZeal
Director Title	SELPA Director		
Director's Email	dianazepedamczeal@busd.k12.ca.us		
Telephone	(562) 866-9011	Extension	2050

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

Enter information for the current administrative entity. This is the responsible local agency or, an administrative unit for a multiple LEA SELPA or COE joined SELPA; or an identified responsible person for a single LEA SELPA. In either case, the administrative entity identified is responsible for the implementation and/or fiscal administration of the Local Plan and must electronically sign Certification 1 and 2.

Administrative Entity Name	Bellflower Unified School District		
Street Address	16703 South Clark Avenue	Zip Code	90706
City	Bellflower	County	Los Angeles
Contact First Name	Lisa	Last Name	Azevedo
Contact Title	Interim Superintendent		

Section A: Contacts and Certifications

SELPA Mid-Cities SELPA

Fiscal Year 2025-26

Email lazevedo@busd.k12.ca.us

Telephone (562) 866-9011 Extension 2104

Special Education Local Plan Area Review Requirements

Community Advisory Committee

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

☐ Yes ☐ No ☒ N/A (Section D and/or Section E submissions)

A6. Pursuant to *EC* Section 56207(b)(7), the Local Plan section(s): Section B: Governance and Administration: Annual Service Plan must be provided to the CAC for final review 30 days prior to the plan being submitted the CDE.

The Local Plan was submitted to the CAC on:

☒ N/A (Section D and/or Section E submissions)

County Office of Education

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

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

☒ COE responsible for approving the Local Plan

Los Angeles County Office of Education

Local Plan section(s) was/were provided to the COE(s) listed for approval on May 21, 2025

Add COE

Delete COE

Section A: Contacts and Certifications

SELPA

Fiscal Year

Public Hearing Requirements

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

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

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

Most Recent School Site Posting Date

SELPA Public Hearing Date

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

Most Recent School Site Posting Date

SELPA Public Hearing Date

Submitting the Local Plan to the California Department of Education

STEP 1: Contacts and Certifications

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

STEP 2: SELPA Governance Structure

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

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

STEP 3: Prior Submissions

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

Section B: Governance and Administration

Section D: Annual Budget Plan

Section E: Annual Service Plan

STEP 4: Local Plan Collaboration

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

Add	Agency	First and Last Name	Title	Section
☐	Mid-Cities SELPA	Diana Zepeda-McZeal	Administrator-Spec. Ed.	Multiple
☐	Bellflower Unified School District	Renee Arkus	Other	Section D
☐	Bellflower Unified School District	Charis Tolentino-Verayo	Other	Section D
☐	Bellflower Unified School District	Alma Ulloa	Administrator-Spec. Ed.	Multiple
☐	Lynwood Unified School District	Hector Marquez-Mesa	Administrator-Spec. Ed.	Multiple
☐	Paramount Unified School District	Cherylin Lew	Administrator-Spec. Ed.	Multiple
☐	Paramount Unified School District	Jacqueline Sevilla	CAC	Multiple
☐	Bellflower Unified School District	Angela Valdivia	CAC	Multiple

STEP 5: Certifications

A13. Select the check box below to indicate which of the five certifications are being submitted. Include the total number of each type of certification being submitted.

Section A: Contacts and Certifications

SELPA

Mid-Cities SELPA

Fiscal Year

2025-26

- ☐ Certification 1: SELPA Local Plan Section B: Governance and Administration
- ☒ Certification 2: SELPA Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plan
- ☒ Certification 3: COE (Required for all SELPA Local Plan Sections B, D, and E)
- Number Submitted
- ☐ Certification 4: CAC (Required for all SELPA Local Plan Sections B)
- ☒ Certification 5: LEA (Required for all SELPA Local Plan Sections B, D, and E)
- Number Submitted

STEP 6: Electronic Signatures

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

STEP 7: Final Check

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

Certification 1

Local Plan Section B: Governance and Administration

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

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

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

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

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

☐ Yes ☐ No (If the answer is "NO," please include comments.)

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

☐ Yes ☐ No (If the answer is "NO," please include comments.)

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

Administrative Entity Signature*

Date

SELPA Governance Council or Responsible Individual

Date

Section A: Contacts and Certifications

SELPA

Mid-Cities SELPA

Fiscal Year

2025-26

SELPA Administrator

Date

*The responsible individual identified as the Administrative Entity in item A4 of Section A must electronically sign here.

Section A: Contacts and Certifications

SELPA

Fiscal Year

Certification 2

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

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

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

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

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

For a multiple LEA SELPA or a COE joined SELPA

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

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

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

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

C2-2. Specific web address where the SELPA Local Plan, including all sections, is posted.

Section A: Contacts and Certifications

SELPA

Mid-Cities SELPA

Fiscal Year

2025-26

Lisa Azevedo, Interim Superintendent

Administrative Entity Signature*

Jun 9, 2025

Date

Lisa Azevedo, Interim Superintendent

SELPA Governance Council or Responsible Individual

Jun 9, 2025

Date

Diana Zepeda-McZeal

SELPA Administrator

Jun 9, 2025

Date

*The responsible individual identified as the Administrative Entity in Item A4 of Section A must electronically sign here.

SELPA Mid-Cities SELPA

Fiscal Year 2025-26

Certification 3: County Office of Education

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

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

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

☐ Yes ☒ No

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

☒ Yes ☐ No

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

The local plan sections submitted meet all applicable requirements for state and federal law.

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

The COE certifies the SELPA is a:

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

SELPA Mid-Cities SELPA

Fiscal Year 2025-26

For a multiple LEA SELPA or a COE joined SELPA

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

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

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

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

Single-LEA SELPA

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

Multiple LEA SELPA or COE joined SELPA

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

SELPA

Mid-Cities SELPA

Fiscal Year

2025-26

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

<https://www.lacoe.edu/services/curriculum-instruction/special-education/special-education-stit>

Authorized Signature

Debra Duardo, M.S.W., Ed.D.

COE Superintendent

May 22, 2025

Date

SELPA Mid-Cities SELPA

Fiscal Year 2025-26

Certification 5: Local Educational Agency

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

LEA Bellflower Unified School District

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

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

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

For a multiple LEA SELPA or a COE joined SELPA

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

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

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

SELPA

Mid-Cities SELPA

Fiscal Year

2025-26

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

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

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

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

<https://www.mid-citiesselpa.org/about-us/local-plan>

Cert 5-3. Submission Certification Requirements for LEAs

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

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

Authorized Signature

Lisa Azevedo

LEA Superintendent/Chief Administrator

Jun 9, 2025

Date

SELPA Mid-Cities SELPA

Fiscal Year 2025-26

Certification 5: Local Educational Agency

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

LEA Lynwood Unified School District

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

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

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For a multiple LEA SELPA or a COE joined SELPA

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

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

SELPA

Mid-Cities SELPA

Fiscal Year

2025-26

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

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

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

<https://www.mid-citiesselpa.org/about-us/local-plan>

Cert 5-3. Submission Certification Requirements for LEAs

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3. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

Authorized Signature

Gudiel Crosthwaite

LEA Superintendent/Chief Administrator

Jun 9, 2025

Date

SELPA Mid-Cities SELPA

Fiscal Year 2025-26

Certification 5: Local Educational Agency

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LEA Paramount Unified School District

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

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- ☒ Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
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For a multiple LEA SELPA or a COE joined SELPA

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

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

SELPA Mid-Cities SELPA

Fiscal Year 2025-26

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

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

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Cert 5-3. Submission Certification Requirements for LEAs

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

Authorized Signature

Joshua Lightle

LEA Superintendent/Chief Administrator

June 9, 2025

Date

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

SELPA Mid-Cities SELPA

Fiscal Year 2024-25

B. Governance and Administration

California *Education Code (EC)* sections 56195 et seq. and 56205

Participating Local Educational Agencies

Participating local educational agencies (LEAs) included in the Special Education Local Plan Area (SELPA) local plan must be identified in Attachment I.

Special Education Local Plan Area—Local Plan Requirements

1. Describe the geographic service area covered by the local plan: [EC 56195.1(d); EC 56195.1(a)(1); EC 56211; EC 56212]

The Mid-Cities Special Education Local Plan Area (SELPA) is a multi-district SELPA comprised of Bellflower Unified School District, Lynwood Unified School District, and Paramount Unified School District who joined together to provide for the coordinated delivery of programs and services to students with special needs who reside in the area. The Mid-Cities SELPA is located in Los Angeles County and it covers 18.5 square miles, serving the communities of Lynwood, Bellflower, Paramount, and small sections of Cerritos, Lakewood, South Gate, Compton, East Compton, Long Beach. The Bellflower Unified School District is designated as the Administrative Unit (AU) as referred to in Education Code 56205(a) (12) (D) (ii), also known as the Responsible Local Agency (RLA) for the SELPA as referred in Education Code 56030.

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable: [EC 56195.1(b)(1)-(3)(c); EC 56205(a)(12)]

The administrative organization for the Mid-Cities Local Plan for Special Education, hereinafter referred to as the Local Plan, incorporates the management staff from all participating LEAs into a framework that provides direct supervision over all programs and the necessary coordination of regionalized services. The respective governing boards, superintendents, and administrators of special education all provide appropriate support to the implementation of the Local Plan within their LEA.

The governance structure of the SELPA is established by agreement among the Superintendents of the member LEAs. The governing body of the Mid-Cities SELPA is the Superintendents' Council. The LEA governing boards appoint their Superintendent as their designee for the approval and review of all policies, procedures, programs, and fiscal decisions in the implementation of the SELPA Local Plan. The Superintendents' Council, as the governance council, provides support to the SELPA Director and is the decision-making entity for the Local Plan. The SELPA Director may convene additional advisory committees as

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needed.

In adopting the Local Plan, each participating LEA agrees to carry out the duties and responsibilities assigned to it within the Local Plan. Each LEA shall provide special education and services to all eligible students within its boundaries, including students attending charter schools where an LEA of the SELPA has granted that charter. In addition, each LEA shall cooperate to the maximum extent possible with other member LEAs to serve students with disabilities who cannot be served in the LEA of residence. Such cooperation ensures that a range of program options is available throughout the Mid-Cities SELPA. Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable federal and state law.

Changes or amendments to the permanent portion of the Local Plan, which excludes Appendices only, may be considered by the Superintendents' Council. The Superintendents' Council may adopt amendments to the permanent portion of the Local Plan on an interim basis, which is not to exceed one school year. Amendments approved in this manner shall become permanent upon subsequent approval by all local education agencies governing boards and the State Board of Education.

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: [EC 56195.7(i)(j)(1)(2)]

The Superintendents' Council is the policy making body and is responsible to the governing boards of their respective LEAs.

The Superintendents' Council is composed of the Superintendents from each of the LEAs within the SELPA. Superintendents may participate via telephone or video conferencing, pursuant to the provisions of the Brown Act, if unable to attend a meeting. All Superintendents' Council members have one vote and decisions will be made by a majority vote, except in circumstances where state or federal mandates require a unanimous vote. A quorum shall consist of two members in attendance. The AU Superintendent shall serve as chairperson. The SELPA Director serves as Secretary to the Superintendents' Council. The SELPA Director will prepare each agenda, with consultation from the chairperson, and all required materials.

The Superintendents' Council shall meet a minimum of six times per year. All meetings of the Council shall be noticed and conducted in compliance with the Brown Act and other applicable laws. Meeting notices shall be sent to all Mid-Cities SELPA Superintendents and others as requested. Members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the Local Plan, may address questions or concerns to the Superintendents' Council at a regularly scheduled meeting.

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The Superintendents of each participating LEA, or chief official in the case of a charter school approved as a LEA by the Superintendents' Council, shall be responsible for special education programs operated by the LEA and for implementing all requirements of the Local Plan. A charter school that operates as its own LEA for special education purposes shall participate in the governance of the SELPA in the same manner as all LEAs.

Superintendents' Council responsibilities shall include, but not limited to:

1. Recruit, select, supervise, and evaluate the SELPA Director.
2. Take action on any appointment of, or material changes to the staff members of the SELPA, including the SELPA Director.
3. Provide leadership to the SELPA regarding the development, revision, implementation, and review of the Local Plan.
4. Take action to approve or deny Annual Budget and Service Plans at a public hearing scheduled at a Superintendents' Council meeting in compliance with all legal mandates.
5. Take action to approve or deny SELPA-wide policies, administrative regulations, procedures, resolutions, local inter-agency agreements, and guidelines for the management and implementation of special education programs and services within the SELPA. Each member shall assume responsibility for communication and presentation to their respective governing boards of the adopted policies and procedures.
6. Provide direction and approval of SELPA budgets and SELPA provided services.
7. Provide direction to the SELPA Director for regionalized and program specialist services.
8. Review, approve and monitor the allocation of federal, state, and local funds to LEAs.
9. Approve revisions to the Funding Allocation Plan as required.
10. Take action to approve or deny requests for program transfers.
11. Establish and promote a Community Advisory Committee (CAC); review and consider comments from the CAC.

The fundamental role of the SELPA Director is to direct all SELPA staff, as well as provide leadership and facilitate the decision making process. The SELPA Director's role includes the provision of information, specific services identified by the Superintendents' Council, technical assistance, leadership, and arbitration. It is the SELPA Director's responsibility to represent the interests of the SELPA as a whole without promoting any particular LEA interest over the interest of any other agencies. In the event there are differences of opinions and/or positions on issues, it is the SELPA Director's responsibility to mediate a reasonable resolution of the issue(s).

The SELPA Director is subject to the AU/RLA policies and procedures for day-to-day operations, but receives direction from, and is responsible to, the Superintendents' Council. It is understood that this includes responsibility for any allegations of violations arising under the federal and state equal employment law. The SELPA Director is evaluated by all Superintendents from the Superintendents' Council.

The SELPA Director carries out the SELPA's obligation to assure equal access to all programs and services in the SELPA and provides advice to members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the Local Plan, on the availability of established due process and legal service options and procedures. In

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cooperation with the California Department of Education (CDE), the SELPA Director provides information to ensure that all pupils in special education receive appropriate due process and procedural safeguards as provided by law.

The SELPA Director's responsibilities include, but are not limited to:

1. Designate and/or serve as an ad hoc member of the CAC.
2. Establish and maintain a positive relationship with all members of the SELPA; ensure all students have access to a full continuum of educational programs.
3. Coordinate implementation of all components of the Local Plan.
4. Develop, update, and submit adopted annual budget and service plans that have been presented at a SELPA public hearing.
5. Oversee the recruitment, supervision, and evaluation of SELPA designated staff.
6. Gather input from LEA program and business staff to formulate policy and procedure recommendations for Superintendents' Council action related to:
the distribution of state and federal funds among the LEAs, special education program needs, policies, procedures, agreements, and forms; and the development and implementation of personnel development programs.
7. Provide LEA program staff with a venue for sharing ideas regarding issues such as IEP development and implementation, student performance targets, assessments, instructional best practices, day-to-day operations, and procedural safeguards.
8. Ensure appropriate use of federal, state, and local funds allocated for special education.
9. Prepare program and fiscal reports required by the LEAs, SELPA, and CDE, manage the CALPADS or other required data system to comply with all Federal and State requirements through cooperative and collaborative efforts by member LEAs.
10. Provide technical assistance and consultation to LEAs and parents in all areas of special education, including complaint and due process procedures.
11. Adopt and implement a management information system.
12. Attend meetings of the SELPA Administrator of California Meetings, Superintendents' Council, and the Greater Los Angeles Area SELPAs (GLAAS) and other SELPA Committees.
13. Provide technical assistance to the LEAs with non-public schools and agencies, including distribution of the Master Contract.
14. Inform the Superintendents of the status of the special education programs.
15. Inform the Superintendents of significant special education updates from the local, state, and federal level.
16. Serve as Secretary to the Superintendents' Council.
17. Conduct annual private school meetings.

The Mid-Cities SELPA Community Advisory Committee (CAC) serves in an advisory capacity to the governance council. CAC membership includes parents of individuals with exceptional needs enrolled in public or private schools, parents of other students enrolled in member LEAs, students with disabilities, adults with disabilities, general education teachers, special education teachers, other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs. At least a majority of the CAC shall be composed of parents of students enrolled in schools participating in the Local Plan, and at least a majority of such parents shall be parents of individuals with exceptional

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needs.

CAC members shall be appointed by LEA governing boards for a two year term in accordance with the CAC Bylaws. Selection of members of the CAC will be the responsibility of each administrator of special education acting for the local board, and with its approval. The SELPA Director or designee serves as an ex-officio member of the CAC and acts as the liaison between the CAC and the Superintendents' Council.

CAC responsibilities include:

1. Advise the Superintendents' Council regarding the development, implementation, and the review of the Local Plan. The SELPA governance council shall review and consider comments from CAC.
2. Carry out educational trainings for all parents based on the results of a needs assessment and/or requests from CAC membership.
3. Assist in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the plan.
4. Encourage community involvement in the development and review of the Local Plan.
5. Support activities on behalf of individuals with exceptional needs through involvement community wide projects as determined by the CAC board.
6. Assist in parent awareness of the importance of regular school attendance.

The CAC shall have regularly scheduled meetings not less than two times per year. All meetings of the CAC shall be held according to federal and state law. All announcements of CAC meetings and activities will be posted by the member LEAs and on the SELPA website.

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: [EC 56195.1(c); EC 56205(a)(12)(D)(i); EC 56195.5]

The Mid-Cities SELPA shall submit the Local Plan to the Superintendent of the Los Angeles County Office of Education for approval. If the County Superintendent does not approve the plan, the County Office shall return the plan with comments and recommendations to the LEAs. The LEAs participating in the plan may appeal the decision to the Superintendent of Public Instruction. The Los Angeles County Office of Education may provide services to students with disabilities and support LEAs, as requested.

5. Does the SELPA have policies and procedures that allow for the participation of charter schools in the local plan? [EC 56207.5]

☒ Yes☐ No

If No, explain why the SELPA does not have the policy and procedures.

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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: [EC 56194(a)(b)(d); EC 56195.9(a)]

The CAC acts as an advisory body to the policy and administrative entity in the development, amendment, and review of the Local Plan. The Local Plan for special education shall be updated cooperatively by a committee by of representatives of special and general education teachers and administrators selected by the groups they represent and with participation by parent members of the CAC, or parents.

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: [EC 56205(a)(12)(E); EC 56205(b)(7)]

To ensure adequate and effective communication, the Local Plan is developed and updated cooperatively by a committee of representatives of administrators, special and general education teachers, and parents. The parents will be members of the CAC or selected by the CAC. The SELPA Director or designee will serve as committee chairperson.

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: [EC 56836.01(a)(b); EC 56205(a)(12)(D)(ii); EC 56195(b)(3); EC 56030]

The Bellflower Unified School District is designated as the Administrative Unit (AU) also known as the Responsible Local Agency (RLA) for the Mid-Cities SELPA. It shall be responsible for implementing the following functions:

- 1) Receipt and Distribution of special education funds to district accounts for the operation of special education programs and services, pursuant to state and federal laws.
- 2) Administrative support, including establishing and maintaining an office for SELPA staff.
- 3) Serve as the employing agency for SELPA office staff to coordinate implementation of the Local Plan.

Each LEA will defend and indemnify the AU/RLA against, and will hold and save AU/RLA, its officers, agents, and employees harmless from any and all actions, claims, damages to persons or property, penalties, obligations, or liabilities that may be asserted or claimed by

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any person, firm, entity, corporation, political subdivisions, or any other organization arising out of the operation or maintenance or other activities of the LEA or its agents, employees, or independent contractors under this agreement.

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: [EC 56195.7. EC 56195.1(b)(c)]

SELPA policies, procedures, and local agreements necessary to support the implementation of the Local Plan, and as required by legal mandates, have been developed and are available upon request. Interagency agreements and/or memorandums of understanding necessary to support the implementation of the Local Plan, and as required by legal mandates, have been developed with the Regional Center and TASK Family Empowerment Center, other Interagency Agreements and/or memorandums of understanding will be developed as needed. Copies of these documents can be requested through the SELPA office.

10. For multi-LEA local plans, specify:

- a. The responsibilities of each participating COE and LEA governing board in the policymaking process: [EC 56205(a)(12)(D)(i)]

The governance structure of the SELPA is established by agreement among the Superintendents of the member LEAs. The governing board of each LEA shall approve participation in the Mid-Cities SELPA Local Plan for Special Education. LEA Governing Boards shall:

1. Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the LEA.
2. Participate in the governance of the Mid-Cities SELPA through their designated representative to the Superintendents' Council. The Governing Boards provide the designated Superintendents' Council member with the authority to act as the Board designee to approve and amend policies as necessary.
3. By approving the Local Plan, enter into an Agreement for Participation with other LEAs participating in the plan, for purpose of delivery of regionalized services and programs.
4. Review and approve revisions of the Mid-Cities SELPA Local Plan.
5. Adoption of policies and procedures for special education programs and services within their LEA .

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6. LEA compliance with all elements of the Local Plan.

7. Approval of CAC representatives.

b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan: [EC 56205(a)(12)(D)(i)]

The Superintendent of each LEA is responsible to their respective Governing Board. Each Superintendent shall:

1. Serve as a member of the Superintendents' Council.

2. Assist in the identification of special education program and service needs for the SELPA through participation in the Superintendents' Council.

3. Communicate SELPA information to their Governing Board.

c. The responsibilities of district and county administrators of special education in coordinating the administration of the local plan: [EC 56205(a)(12)(D)(i)]

The LEAs within the Mid-Cities SELPA are responsible for the coordination of special education services and programs within their agencies and for the implementation of the local plan within their LEAs.

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: [EC 56205(a)(12)(D)(ii)(I)]

The AU/RLA shall be responsible for the selection, direction, monitoring, discipline, and annual evaluation of the SELPA Director. The Superintendents' Council shall make the final selection of a candidate for the position of SELPA Director. The SELPA Director shall be an employee of the AU. The SELPA Director is evaluated by the Superintendents' Council. The SELPA Director carries out the SELPA's obligation to assure equal access to all programs and services in the SELPA and provides advice to members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the Local Plan, on the availability of established due process and legal service options and procedures, as well as represents the interests of the SELPA as a whole without promoting any particular local education agency's interest over any other agency.

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- b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA: [EC 56205(a)(12)(D) (ii)(II); EC 56195.7(i)]

Based on Education Code 56205(a) (12) (D)(ii), 56205 (b)(1) and 56195.7 (h), all federal and state special education funds shall be allocated to the SELPA for distribution to LEAs according to an approved Special Education Funding Allocation Plan (FAP). The Superintendents' Council shall make any changes to the allocation of federal and state special education funds. The SELPA Director is responsible to ensure that the funds are distributed in accordance with the FAP. The Superintendents' Council has been designated the authority to determine the distribution of all federal and state special education funds in order for LEA to carry out their responsibilities. The SELPA Director is responsible to ensure that the funds are distributed in accordance with the FAP including, but not limited to receipt and distribution of any funds for the operation of special education programs to appropriate accounts and receipt and distribution of special education funds to accounts exclusively designated for SELPA use.

- c. The operation of special education programs: [EC 56205(a)(12)(D)(ii)(III)]

The SELPA provides a full continuum of services to students with disabilities, including students in charter schools as well as alternative education, throughout the geographic region of the SELPA. A student shall be referred for special education instruction and services only after the resources of the general education program have been considered and where appropriate, utilized. Access to services is through each of the LEAs. The referral, assessment, and IEP process is utilized to identify the needs of each individual student with disabilities. The LEAs have committed to policies and procedures to assure that students will have their rights to appropriate supplemental aids and services provided in the least restrictive environment.

- d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs: [EC 56205(a)(12)(D)(ii)(IV)]

It is the intent of the SELPA that the needs of students with disabilities as identified in the IEP shall be met. Funds allocated for special education programs shall be used for services to students with disabilities. Federal funds under Part B of IDEA may be used for the following activities:

- 1) For the costs of special education and related services, supplementary aids, and services.
- 2) Services provided in a general education setting or other education-related setting to a child with a disability in accordance with the IEP for the child, even if one or more children without disabilities benefit from these services.
- 3) To develop and implement a fully integrated and coordinated services system. The SELPA

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Director and the AU/RLA shall be responsible to monitor on an annual basis the appropriate use of all funds allocated for special education programs. The Superintendents' Council through the Annual Budget Plan process shall make the final determination and take action regarding the appropriate use of special education funds.

12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments: [EC 56206]

The Mid-Cities SELPA provides a full continuum of services to students ages 0-22 with disabilities, including students in charter schools as well as alternative education, throughout the geographic region of the SELPA. A student shall be referred for special education only after the resources of the general education program have been considered and where appropriate, utilized. Access to services is through each of the LEAs where the referral, assessment, and IEP process is utilized to identify the needs of each individual student with disabilities. LEAs have committed to policies and procedures to assure that students will have their right to appropriate supplemental aids and services provided in the least restrictive environment. Specialized equipment and services will be distributed in such a manner that maximizes a pupil's opportunity to be educated in the least restrictive environment (EC 56206). The SELPA and individual LEAs will ensure that specialized equipment is accessible to students and in alignment with federal and state law.

Low Incidence funds may be used for all pupils with low incidence disabilities as defined in law (hearing impairments, visual impairments, severe orthopedic impairments or any combination thereof) where an IEP team has determined the pupil meets eligibility requirements for a low incidence disability and the specialized equipment and/or services are recommended in the student's IEP. The SELPA Funding Allocation Plan outlines the distribution of the low incidence funds. The LEA is responsible for providing a student with disabilities who requires the use of an assistive technology device, as noted in their IEP, with continued access to that device, or to a comparable device, when the student, because of enrollment in another LEA, ceases to be enrolled in that LEA. This responsibility is in force until alternative arrangements for providing the student with continuous access to the assistive technology device, or to a comparable device, can be made or until two months have elapsed from the date that the student ceased to be enrolled in that LEA, whichever occurs first (EC 56040.3).

Policies, Procedures, and Programs

Pursuant to *EC* sections 56122 and 56205(a), the SELPA ensures conformity with Title 20 *United States Code (USC)* and in accordance with Title 34 *Code of Federal Regulations (CFR)* Section 300.201 and has in effect policies, procedures, and programs. For each of the following 23 areas, identify whether or not, each of the following provisions of law are adopted as stated. If the policy is not adopted as stated, briefly describe the SELPA's policy for the given area. In all cases,

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provide the SELPA policy and procedure numbers (If applicable. Leave blank if not applicable); the document title; and the physical location where the policy can be found.

1. Free Appropriate Public Education: 20 USC Section 1412(a)(1); EC 56205(a)(1)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

2. Full Educational Opportunity: 20 USC Section 1412(a)(2); EC 56205(a)(2)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

3. Child Find: 20 USC Section 1412(a)(3); EC 56205(a)(3)

Policy/Procedure Number:

Document Title:

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Document Location:

"It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP): 20 USC Section 1412(a)(4); EC 56205(a)(4)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 USC Section 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 USC Section 1414 (d). It shall be the policy of this LEA that an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

5. Least Restrictive Environment: USC Section 1412(a)(5); EC 56205(a)(5)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with

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disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

6. Procedural Safeguards: 20 USC Section 1412(a)(6); EC 56205(a)(6)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

7. Evaluation: 20 USC Section 1412(a)(7); EC 56205(a)(7)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

8. Confidentiality: 20 USC Section 1412(a)(8); EC 56205(a)(8)

Policy/Procedure Number:

Document Title:

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Document Location:

"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

9. Part C to Part B Transition: 20 USC Section 1412(a)(9); EC 56205(a)(9)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children participating in early intervention programs under the Individuals with Disabilities Education Act (IDEA), Part C, and who will participate in preschool programs, experience a smooth and effective transition to preschool programs in a manner consistent with 20 USC Section 1437(a)(9). The transition process shall begin prior to the child's third birthday."The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

10. Private Schools: 20 USC Section 1412(a)(10); EC 56205(a)(10)

Policy/Procedure Number:

Document Title:

Document Location:

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

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☒ Yes ☐ No

11. Local Compliance Assurances: 20 USC Section 1412(a)(11); EC 56205(a)(11)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California EC, Part 30." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

12. Interagency: 20 USC Section 1412(a)(12); EC 56205(a)(12)(D)(iii)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

13. Governance: 20 USC Section 1412(a)(13); EC 56205(a)(12)

Policy/Procedure Number:

Document Title:

Document Location:

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"It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the local plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Education Agency." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

14. Personnel Qualifications; EC 56205(a)(13)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to ensure that personnel providing special education related services are appropriately and adequately prepared and trained, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

15. Performance Goals and Indicators: 20 USC Section 1412(a)(15); EC 56205(a)(14)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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16. Participation in Assessments: 20 USC Section 1412(a)(16); EC 56205(a)(15)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs described in 20 USC Subsection 6311. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective Reps.." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17); EC 56205(a)(16)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

18. Maintenance of Effort: 20 USC Section 1412(a)(18); EC 56205(a)(17)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds

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and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

19. Public Participation: 20 USC Section 1412(a)(19); EC 56205(a)(18)

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

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

☒ Yes ☐ No

20. Suspension and Expulsion: 20 USC Section 1412(a)(22); EC 56205(a)(19)

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

21. Access to Instructional Materials: 20 USC Section 1412(a)(23); EC 56205(a)(20)

Policy/Procedure Number:

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Document Title:

Document Location:

"It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24); EC 56205(a)(21)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25); EC 56205(a)(22)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

Administration of Regionalized Operations and Services

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SELPA Mid-Cities SELPA

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Pursuant to *EC* sections 56195.7(c), 56205(a)(12)(B), 56368, and 56836.23, describe the regionalized operation and service functions. Descriptions must include an explanation of the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the document title and the location (e.g., SELPA office) for each function.”

1. Coordination of the SELPA and the implementation of the local plan:

Document Title: MC-2 Operations & Services

Document Location: 16703 South Clark , Bellflower CA 90706 Bldg. C

Description:

(1) Role of RLA/AU: The Mid Cities SELPA office is designated as the entity responsible for the administration of the Local Plan and assuring that the SELPA is in compliance with all applicable laws and regulations. The Bellflower Unified School District is the RLA/AU for the Mid Cities SELPA.

(2) Role of SELPA Administrator: The SELPA Director shall serve on behalf of the member local education agencies and implement the Local Plan. The Mid Cities SELPA office is designated as the entity responsible for the administration of the Local Plan and assuring that the SELPA is in compliance with all applicable laws and regulations. The SELPA Director, with input from the Special Education Directors, will make recommendations to the Superintendents' Council when revisions are needed. The SELPA Director will facilitate the development and approval of SELPA policies and procedures necessary to implement the Local Plan.

(3) Role of Individual LEAs: Each member LEA is responsible to ensure a full continuum of services are available in order to provide a free and appropriate public education to all students with disabilities for whom they are responsible. The individual LEAs shall approve any policies and procedures needed to implement the local plan.

2. Coordinated system of identification and assessment:

Document Title: MC-2 Operations & Services

Document Location: 16703 South Clark , Bellflower CA 90706 Bldg. C

(1) Role of the RLA/AU: The role of the RLA/AU, related to the

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Description:

coordinated system of identification and assessment, is the same as the role of each LEA.

(2) Role of SELPA Administrator: The SELPA Director will ensure each LEA conducts Child Find activities by ensuring policies and procedures are in place for the identification, intervention and referral for initial assessment. Each LEA is responsible for identifying and assessing all students for whom they are responsible, including and not limited to students with disabilities, students experiencing homelessness, students who are wards of the state and or parentally placed private school students. The SELPA provides technical support to LEAs and guidance to parents as needed. The SELPA also ensures appropriate interagency agreements are in place.

(3) Role of Individual LEAs: Each LEA is responsible for identifying and assessing all students for whom they are responsible including developing a system of support and referral for assessment.

3. Coordinated system of procedural safeguards:

Document Title:

MC-2 Operations & Services

Document Location:

16703 South Clark , Bellflower CA 90706 Bldg. C

Description:

(1) Role of the RLA/AU: The role of the RLA/AU, related to the coordinated system of procedural safeguards, is the same as the role of each LEA.

(2) Role of SELPA Administrator: The SELPA Director will provide technical guidance to its member LEAs regarding procedural safeguards. The SELPA will ensure procedural safeguards are in place, provide technical guidance on forms, and procedures in the areas of assessment, identification, and placement, and post procedural safeguards, on SELPA web page.

(3) Role of Individual LEAs: Individual LEAs provide procedural safeguards to parents consistent with the education code, assist parents with understanding them, and ensure that they are implemented. The LEAs assist parents with filing complaints with the Office of Administrative Hearings when requested.

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

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Document Title: MC-2 Operations & Services

Document Location: 16703 South Clark , Bellflower CA 90706 Bldg. C

Description:

(1) Role of RLA/AU: The role of the RLA/AU, related to the coordinated system of staff development and parent and guardian education, is the same as the role of each LEA.

(2) Role of SELPA Administrator: On an annual basis, the SELPA Director will collect input from the Superintendents' Council (SC), Special Education Directors, and Community Advisory Committee (CAC) to determine the staff development needs that the SELPA is requested to provide.

(3) Role of Individual LEAs: LEAs determine their staff development and parent/guardian educational needs, based on their locally identified requirements. LEAs will seek assistance and staff development from the SELPA when needed.

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

Document Title: MC-2 Operations & Services

Document Location: 16703 South Clark , Bellflower CA 90706 Bldg. C

Description:

(1) Role of RLA/AU: The role of the RLA/AU, related to the coordinated system of curriculum development and alignment with the core curriculum, is the same as the role of each LEA.

(2) Role of SELPA Administrator: The SELPA Director will provide technical assistance and professional development as requested or determined for member LEAs to meet the unique needs of students with disabilities and their access to the general education curriculum.

(3) Role of Individual LEAs: Individual LEA determine their needs for curriculum development and alignment with the core curriculum, based on their local needs. The LEAs will seek technical assistance and professional development from the SELPA when needed, particularly regarding evidence based practices for teachers and related service providers.

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

Document Title: MC-2 Operations & Services

Document Location: 16703 South Clark , Bellflower CA 90706 Bldg. C

Description:

(1) Role of RLA/AU: The role of the RLA/AU related to the coordinated system of internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system, is the same as the role of each LEA.

(2) Role of SELPA Administrator: The SELPA Director will review Annual Performance Reports, California School Dashboard, and other data sources with LEA Administrators. The SELPA Director will prepare the Annual Budget Plan which is reviewed by the Superintendents' Council, Community Advisory Council (CAC), and other interested community/educational groups. The SELPA Director will prepare the Annual Service Plan which is reviewed by Superintendents Council, CAC, and other interested community/educational groups. The SELPA Director will facilitate the Superintendents' Council review and approval of the Funding Allocation Plan to ensure appropriate distribution of funds.

(3) Role of Individual LEAs: Individual LEAs will review and monitor Annual Performance Reports, the California School Dashboard, and other data sources to ensure students with disabilities receive a free and appropriate public education. Individual LEAs also engage in monitoring activities as required by the California Department of Education (CDE).

7. Coordinated system of data collection and management:

Document Title: MC-2 Operations & Services

Document Location: 16703 South Clark , Bellflower CA 90706 Bldg. C

(1) Role of RLA/AU: The role of the RLA/AU related to the coordinated system of data collection and management, is the same as the role of each LEA.

(2) Role of SELPA Administrator: The SELPA Director will review and certify the California Longitudinal Assessment and Pupil Data System

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Description:

(CALPADS) submission of each member LEA as required by the CDE. The SELPA provides technical assistance and training to member districts as requested and or deemed necessary.

(3) Role of Individual LEAs: Individual LEAs are responsible for the data entry, quality, and integrity. The LEAs will approve CALPADS for submission as required by the CDE.

8. Coordination of interagency agreements:

Document Title:

MC-2 Operations & Services

Document Location:

16703 South Clark , Bellflower CA 90706 Bldg. C

Description:

(1) Role of RLA/AU: The role of the RLA/AU, related to the coordination of interagency agreements, is the same as the role of each LEA.

(2) Role of SELPA Administrator: The SELPA Administrator will ensure that interagency agreements are in place as required by California Education Code and provide technical assistance and dispute resolution as needed.

(3) Role of Individual LEAs: Individual LEAs will implement interagency agreements as appropriate.

9. Coordination of services to medical facilities:

Document Title:

MC-2 Operations & Services

Document Location:

16703 South Clark , Bellflower CA 90706 Bldg. C

Description:

(1) Role of RLA/AU: The role of the RLA/AU, related to the coordination of services to medical facilities, is the same as the role of each LEA.

(2) Role of SELPA Administrator: The SELPA Director will facilitate the coordination of services and provide technical support to member LEAs to ensure that individuals with exceptional needs have full educational opportunities. Students who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary LEA in which the hospital or facility is located.

(3) Role of Individual LEAs: Each LEA is responsible for the provision of

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special education and related services to students with disabilities residing in hospitals and other residential facilities located within the geographical area of the LEA.

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

Document Title: MC-2 Operations & Services

Document Location: 16703 South Clark , Bellflower CA 90706 Bldg. C

Description:

(1) Role of RLA/AU: The role of the RLA/AU, related to the coordination of services to children's institutions and foster family homes, is the same as the role of each LEA.

(2) Role of SELPA Administrator: The SELPA Director will facilitate the coordination of services and provide technical support to member LEAs to ensure that individuals with exceptional needs have full educational opportunities. Special education services for students with disabilities residing in a foster family home or licensed children's institution shall be the responsibility of the district in which the foster family home or the licensed children's institution is located, unless based on Education Code there is another district of special education accountability which would be responsible.

(3) Role of Individual LEAs: Each LEA is responsible for the provision of special education and related services to students with disabilities residing in LCIs and foster homes located within the geographical area of the LEA.

Each LEA shall first consider services operated by the LEA and then by SELPA centralized and/or regionalized providers. If the special education services available within the entities are not appropriate, then the district shall contract with an appropriate NPA service provider for implementation of the pupil's IEP.

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

Document Title: MC-2 Operations & Services

Document Location: 16703 South Clark , Bellflower CA 90706 Bldg. C

(1) Role of the RLA/AU: The role of the RLA/AU, related to the preparation and transmission of required special education local plan

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Description:

area reports, is the same as the role of each LEA.

(2) Role of SELPA Administrator: The SELPA Director will ensure timely transmission of required reports and provide technical assistance to member LEAs in completing said reports.

(3) Role of Individual LEAs: Each LEA will submit the required data in order for the SELPA to submit timely reports.

12. Fiscal and logistical support of the CAC:

Document Title:

MC-2 Operations & Services

Document Location:

16703 South Clark , Bellflower CA 90706 Bldg. C

Description:

(1) Role of RLA/AU: The role of the RLA/AU, related to the fiscal and logistical support of the CAC, is the same as the role of each LEA.

(2) Role of SELPA Administrator: The SELPA Director will (a) provide fiscal and logistical support of the CAC meetings, events, and trainings that are approved by the Superintendents' Council; (b) provide logistical support to the CAC, and (c) ensure the local plan is reviewed by the CAC.

(3) Role of Individual LEAs: Each LEA has voting members who are appointed to the CAC by the LEA local governing boards.

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

Document Title:

MC-2 Operations & Services

Document Location:

16703 South Clark , Bellflower CA 90706 Bldg. C

Description:

(1) Role of the RLA/AU: The responsibility for coordination of transportation services for individuals with exceptional needs is not the responsibility of the RLA/AU. If the RLA/AU provides transportation, it is unrelated to the role of that LEA as the RLA/AU.

(2) Role of the SELPA Administrator: The SELPA Director will provide technical assistance if requested with the coordination of transportation services for individuals with exceptional needs. However, each LEA is responsible for providing the transportation of their students as determined by the IEP Team.

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(3) Role of Individual LEAs: Each LEA will ensure that appropriate transportation services are provided for students with disabilities as specified in their individualized education program.

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

Document Title: MC-2 Operations & Services

Document Location: 16703 South Clark , Bellflower CA 90706 Bldg. C

Description:

(1) Role of RLA/AU: The role of the RLA/AU related to the coordination of career and vocational education and transition services is the same as the role of each LEA.

(2) Role of SELPA Administrator: The SELPA Director will provide professional development as required to support the transition needs of its member LEAs if requested. The SELPA Director will monitor the implementation of supports and services through the Annual Performance Plan Indicators.

(3) Role of Individual LEAs: Each LEA will ensure that supports and services are in place for students and will monitor annually the implementation of supports and services by reviewing the Annual Performance Plan Indicators.

15. Assurance of full educational opportunity:

Document Title: MC-2 Operations & Services

Document Location: 16703 South Clark , Bellflower CA 90706 Bldg. C

Description:

(1) Role of RLA/AU: The role of the RLA/AU, related to the assurance of full educational opportunity, is the same as the role of each LEA.

(2) Role of SELPA Administrator: Through approval of the Annual Service Plan, the SELPA Director will ensure the full continuum of service options. The Superintendents' Council will determine the regionalized programs needed to meet the needs of the students with disabilities within the SELPA. The SELPA Director will assist with inter-SELPA transfers as needed. Professional development and technical support will be available upon request or as determined to be needed to ensure full educational opportunity.

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(3) Role of Individual LEAs: (a) monitor student's IEP to ensure that all services documented are provided, without delay, and at no cost to the parent; (b) regularly review and monitor special education data to ensure services and annual and triennial IEPs are implemented and reviewed per mandated time frames, and (c) through the IEP process, review the special education services provided to students to ensure adequate yearly progress is occurring.

16. Fiscal administration and the allocation of state and federal funds pursuant to *EC* Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Document Title: MC-2 Operations & Services

Document Location: 16703 South Clark , Bellflower CA 90706 Bldg. C

Description:

(1) Role of RLA/AU: The role of the RLA/AU, related to fiscal administration and the allocation of state and federal funds pursuant to *EC* Section 56836.01, is the same as the role of each LEA.

(2) Role of SELPA Administrator: The SELPA Director will ensure that the distribution and allocation of funds to member LEAs is in alignment with the Funding Allocation Plan. The SELPA Director will review, monitor, and submit the required fiscal reports as identified by CDE, as well as review and submit the Annual Budget Plan. The Annual Budget Plan is approved by the Superintendents' Council, following a public hearing. The SELPA Director will post a 15 day notice for the public hearing at the SELPA office and website, as well as main office for member LEAs.

(3) Role of Individual LEAs: Individual LEAs determine and approve the allocation of state and federal funds. Each LEA will timely submit required fiscal reports to the SELPA for required by state and federal reporting.

17. Direct instructional program support that maybe provided by program specialists in accordance with *EC* Section 56368:

Document Title: MC-2 Operations and Services

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Description:

The SELPA and member LEAs identify the importance of program specialists who provide unique and necessary services to students with disabilities. However, at this time, the SELPA does not employ any program specialists.

Special Education Local Plan Area Services

1. A description of programs for early childhood special education from birth through five years of age:

Document Title:

Local Procedure Reference Manual

Document Location:

16703 South Clark Ave. Bellflower, CA 90706

Description:

The Mid-Cities SELPA member districts provide services for identified children from birth to 3 years of age with solely low incidence (visual, hearing, or orthopedic impairments) disabilities, providing service coordination and special education and related services. The LEAs will make timely referrals to the Regional Center for potentially eligible infants and toddlers with additional needs. The Mid-Cities SELPA is committed to providing procedural safeguards to families of infants and toddlers with disabilities as mandated by state and federal law.

The SELPA will ensure interagency agreements are in place as required by the California Education Code and provide technical assistance and dispute resolution as needed to ensure a multidisciplinary approach takes place when assessing children from birth through five years of age in areas of suspected disability.

Referrals for students ages 3, 4, and 5 who are not in transitional kindergarten or kindergarten are made to the child's school district of residence. Referrals for assessments may be received from parents, pediatricians, social workers, or other community members. Parents will receive either an assessment plan or prior written notice within 15 days of the referral. If an Assessment Plan is signed by the parent/guardian, the assessment will be completed within 60 days of receipt by the LEA.

Preschool Special Education services are provided to students with IEPs in various ways according to LEA procedures. Trans-disciplinary teams share their expertise, working with parents to address the needs of the children. LEAs may offer individual and small group instruction in special day class settings. LEAs may collaborate to provide regionalized preschool services and/or programs within SELPA or neighboring

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SELPA's. Some three through five-year-old preschoolers with disabilities are enrolled in state preschool programs or Head Start as part of their IEP and receive special education and related services to support progress in that setting. If the special education services available within the entities are not appropriate, then the district may contract with an appropriate NPS service provider for the implementation of the pupil's IEP.

2. A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator:

Document Title: Local Procedure Reference Manual

Document Location: 16703 Clark Ave. Bellflower, CA 90706

Description:

Members of the public, including parents or guardians of students with disabilities, may address questions or concerns to governing boards of each LEA, the Superintendents' Council, the LEA Special Education Administrators, the SELPA Program Administrator, and/or the CAC.

3. A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan:

Document Title: Local Procedure Reference Manual

Document Location: 16703 Clark Ave. Bellflower, CA 90706

Description:

In the event of disagreement among the local education agencies, local education agencies and the Administrative Unit, local education agencies and/or the Administrative Unit and the SELPA regarding the distribution of funding, responsibility for service provision and any other governance activities specified in the Local Plan, it is the intent of the Superintendents' Council that issues be resolved at the lowest level possible in the SELPA's governance structure. The Superintendents' Council is the Board of last resort. The process is intended to resolve disagreements within 45 days, but it is not intended to undermine local authority.

If a local education agency disagrees with a decision or practice with

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another agency or the SELPA office, the local education agency has a responsibility to discuss and attempt resolution of the disagreement with the party, or parties directly involved. The party's involved will present the issues to their respective superintendents or designees who will attempt to resolve the matter. Either party may request direct assistance of SELPA Director, or Chairperson of the Superintendents' Council. In the event that issues have not been resolved, either party may request a review by the Finance Committee. If this process fails, the parties may pursue a hearing on the issues and resolution with the Superintendents' Council. The decision of the Superintendents' Council shall be final.

4. A description of the process being used to ensure a student is referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized:

Document Title: Local Procedure Reference Manual

Document Location: 16703 Clark Ave. Bellflower, CA 90706

Description: The SELPA provides the full continuum of services to students identified with disabilities, including students in charter school, alternative education, and students who are not in residence but approved to attend the LEA. Access to services is through the LEAs. The referral, assessment, and Individualized Education Program (IEP) is utilized to identify the needs of each individual student with disabilities. The LEA ensures that supplemental aids and services are provided in the Least Restrictive Environment (LRE). A student shall be referred for special education instruction and services only after the resources of the regular education program have been considered and where appropriate, utilized.

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

Document Title: Board Policy BP6159

Document Location: Nonpublic, Nonsectarian School and Agency Services for Special Ed

Description: Each member LEA has a detailed Board Policy ensuring the continuum of placement options, including the evaluative process when considering placement in nonpublic, non sectarian schools as agreed by the IEP

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6. A description of the process by which the SELPA will fulfill the obligations to provide free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances described in *EC 56026(c)(4)*) who has been incarcerated in a county jail and remains eligible for special education services:

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (*EC Section 56040*)

It is the responsibility of the district of residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (*EC Section 56041*)

Document Title:

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Document Location:

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The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (*EC Section 56040*)

It is the responsibility of the District of Residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (*EC Section 56041*)

Eligible Adults

Adults who are aged 18 to 21 years, who have not graduated with a high school diploma, who at the time they turned 18 were identified as an individual with exceptional needs and had an Individualized Education

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Description:

Program (IEP) under the IDEA, are also entitled to a FAPE (hereinafter "eligible adults"). (See 20 U.S.C. 1400 (d)(1)(A), (B), (C); 20 U.S.C. 1412 (a)(1)(A); Cal. Educ. Code, 5600056026(c)(4).) This applies to adults incarcerated in California adult jails and prisons. However, an individual, aged 18 through 21 years, who, in the educational placement prior to his or her incarceration in an adult correctional facility was not identified as an individual with exceptional needs or did not have an IEP under IDEA, is not entitled to a FAPE. (20 U.S.C. 1412(a)(1)(B); Cal. Educ. Code 56040(b).)

District of Residence

For an eligible adult who, prior to reaching the age of majority, resided with the Mid-Cities SELPA's geographic boundaries, the applicable local educational agency within the SELPA shall ensure the adult student has a FAPE available. If the parent relocates to a new district of residence, the new district of residence shall become the responsible local educational agency ("LEA"). If the student is conserved, the residence of his or her conservator shall control. (Cal. Educ. Code, 56041)

Child Find

The SELPA shall actively and systematically seek out all eligible adults residing within its boundaries. The LEAs within the SELPA shall ensure that eligible students are identified and provided a FAPE.

Individualized Education Program

Once the LEA is informed that one of its residents is an eligible adult incarcerated at an adult correctional facility, the LEA will review and revise the individual's IEP as necessary, including conducting an annual review, as needed, subject to the cooperation of the correctional facility where the student is located. The LEA will determine whether the qualified individual wishes to receive a FAPE and is so will ensure that FAPE is provided pursuant to the IDEA and California Education Code. To receive special education services while incarcerated, a qualified individual must consent to the receipt of such services.

Limitations

The following special education requirements do not apply to eligible individuals who are convicted as adults under State law and incarcerated in adult prisons:

1. The requirements set out in 20 U.S.C. 1412 (a)(16) and 20 U.S.C.

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1414(d)(1)(A)(i)(VI) (relating to participation in general assessments) do not apply. Eligible individuals convicted as adults under State law and incarcerated in adult prisons are exempted from participation in State and district-wide assessment programs under IDEA.

2. The requirements of items (aa) and (bb) of 20 U.S.C. 1414 (d)(1)(A)(i) (VIII) (relating to transition planning and transition services), do not apply with respect to such individuals whose eligibility under the IDEA will end, because of their age, before such individuals will be released from prison.

3. If an individual with a disability is convicted as an adult under state law and incarcerated in an adult prison, the individual's IEP Team may modify the individual's IEP or placement notwithstanding the least restrictive environment ("LRE") requirements of 20 U.S.C. 1412 (a)(5)(A) and the IEP content requirements of 20 U.S.C 1414(d)(1)(A) if there is a bona fide security or compelling penological interest that cannot otherwise be accommodated.

The federal regulations (34 CFR 300.102(a)(2)(ii)) identify two exceptions to the above:

- a. Individuals who had been identified as eligible for special education and had received services in accordance with an IEP, but who left school prior to incarceration.
- b. Individuals who did not have an IEP in their last educational setting, but who had been identified as eligible for special education

Reference: 20 U.S.C 1414(d)(7); 34 C.F.R. 300.102, 300.324(d); Cal. Educ. Code 56040-56041; Cal. Gov. Code, 7579 (d); Letter to Yudian, 39 IDELR 270, 103 LRP 37913 (OSEP 2003), Education Code Section 56040(b), 20 U.S.C section 1412(a)(1)(B)(ii). 34 C.F.R. section 300.102(a)(2)).

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

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

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

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TABLE 1

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

D-1. Special Education Revenue by Source

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

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	28,674,083	71.09%
AB 602 Property Taxes	2,159,065	5.35%
Federal IDEA Part B	8,923,897	22.12%
Federal IDEA Part C	83,430	0.21%
State Infant/Toddler	481,856	1.19%
State Mental Health	0	0.00%
Federal Mental Health	0	0.00%
Other Projected Revenue	15,157	0.04%
Total Projected Revenue:	40,337,488	100.00%

D-2. "Other Revenue" Source Identification

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

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

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

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TABLE 2

Total Projected Budget Expenditures by Object Code (Items D-4 to D-6)

D-4. Total Projected Budget by Object Code

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

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	41,808,628	35.66%
Object Code 2000—Classified Salaries	18,092,395	15.43%
Object Code 3000—Employee Benefits	27,430,662	23.40%
Object Code 4000—Supplies	805,780	0.69%
Object Code 5000—Services and Operations	27,334,328	23.31%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing	1,776,534	1.52%
Total Projected Expenditures:	117,248,327	100.00%

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

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

D-6. Code 7000—Other Outgo and Financing

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

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TABLE 3

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

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

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

Revenue Source	Amount	Percentage of Total Funding
Projected State Special Education Revenue	31,315,004	26.71%
Projected Federal Revenue	9,022,484	7.70%
Local Contribution	76,910,839	65.60%
Total Revenue from all Sources:	117,248,327	100.00%

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

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

D-9. Special Education Local Plan Area Allocation Plan

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

All federal and state special education funds shall be allocated to the SELPA for distribution to LEAs according to the approved Special Education Funding Allocation Plan (FAP). The Superintendents' Council shall make any changes to the allocation of federal and state special education funds. The SELPA Director is responsible to ensure that the funds are distributed in accordance with the FAP. Education Code 56202 (a)(12)(D)(ii), 56205(b)(1) and 56195.799(h).

- b. ☒ YES ☐ NO

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

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Section D should be edited, or Section B must be amended according to the SELPA's adopted policy making process, and resubmitted to the COE and CDE for approval.

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TABLE 4

Special Education Local Plan Area Expenditures (Items D-10 to D-11)

D-10. Regionalized Operations Budget

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

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	179,852	21.49%
Object Code 2000—Classified Salaries	175,960	21.03%
Object Code 3000—Employee Benefits	176,960	21.15%
Object Code 4000—Supplies	17,600	2.10%
Object Code 5000—Services and Operations	245,258	29.31%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing	41,203	4.92%
Total Projected Operating Expenditures:	836,833	100.00%

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

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

Indirect Costs

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TABLE 5

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

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

D-12. Defined Goals for Students with LI Disabilities

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

☒ YES ☐ NO

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

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

1,042,052

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

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

289,032

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

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

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Attachment I—Local Educational Agency Listing**Participating Local Educational Agency Identification**

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

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

To Add or Delete Rows:

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

LEA Membership Changes:

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

SELPA County/District/School Codes

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

Attachment I

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Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	19	64303			Bellflower Unified School District	Alma	Ulloa	(562) 866-9011	almaulloa@busd.k12.ca.us	Previously Reported
	2	19	64774			Lynwood Unified School District	Hector	Marquez-Mesa	(310) 866-1600	hmarquez@mylusk12.org	Previously Reported
	3	19	64873			Paramount Unified School District	Cherylin	Lew	(562) 602-6013	clew@paramount.k12.ca.us	Previously Reported

Attachment II

SELPA: Mid-Cities SELPA

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

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

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

Attachment II

SELPA: Mid-Cities SELPA

Fiscal Year: 2025-26

Attachment II—Projected Special Education Revenue by Local Educational Agency

For each LEA participating in the Local Plan, enter the projected special education revenue funding sources allowed by the Individuals with Disabilities Education Act (IDEA). Information included in this table must be consistent with revenues identified in Section D, Table 1. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 1.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
1	Bellflower Unified School District	9,059,237	637,417	0	2,864,606	0	0	0	15,157	12,576,417
2	Lynwood Unified School District	9,390,688	723,589	41,715	3,084,824	240,928	0	0	0	13,481,744
3	Paramount Unified School District	10,224,158	798,059	41,715	2,974,467	240,928	0	0	0	14,279,327
	Totals:	28,674,083	2,159,065	83,430	8,923,897	481,856	0	0	15,157	40,337,488

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
1	Bellflower Unified School District	14,587,873	4,021,272	8,637,843	242,193	8,605,657	0	1,618,089	37,712,927
2	Lynwood Unified School District	12,265,936	9,449,394	10,367,769	396,085	10,956,665	0	0	43,435,849
3	Paramount Unified School District	14,954,819	4,621,729	8,425,050	167,502	7,772,006	0	158,445	36,099,551
Totals:		41,808,628	18,092,395	27,430,662	805,780	27,334,328	0	1,776,534	117,248,327

Attachment IV

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

For each LEA participating in the Local Plan, enter the projected special education revenue received by each funding source. Information provided must be consistent with revenues identified in Section D, Table 3. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 3.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
1	Bellflower Unified School District	2,879,763	31.92%	9,696,653	30.96%	25,136,511	12,576,416
2	Lynwood Unified School District	3,126,539	34.65%	10,355,205	33.07%	29,954,105	13,481,744
3	Paramount Unified School District	3,016,182	33.43%	11,263,146	35.97%	21,820,223	14,279,328
Totals:		9,022,484	100.00%	31,315,004	100.00%	76,910,839	40,337,488

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
1	Bellflower Unified School District	1,042,052	245,735
2	Lynwood Unified School District	0	18,297
3	Paramount Unified School District	0	25,000
Totals:		1,042,052	289,032

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

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

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

LEA Name	Add or Delete Row	LEA Status	Impacted SELPA Name	Impacted District, Charter, or School Name	Initiating SELPA Notification Date	SELPA Governing Board Notification Date	COE Notification Date	CDE Notification Date	Agreed Upon Effective Fiscal Year
		Delete This Row							

DO NOT
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SPECIAL EDUCATION LOCAL PLAN AREA



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Local Plan Section E: Annual Service Plan

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

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

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

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

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

- ☒ 330—Specialized Academic Instruction/
Specially Designed Instruction

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

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

☐ Service is Not Currently Provided

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

☐ *Service is Not Currently Provided*

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

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

☐ 220—Medical (Ages 0-2 only)

☒ *Service is Not Currently Provided*

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

There are no infants or toddlers who currently require this service. Services provided by a licensed physician to determine a child's developmental status and need for early intervention services will be made available by the LEA if determined necessary by the IFSP team.

☐ 230—Nutrition (Ages 0-2 only)

☒ *Service is Not Currently Provided*

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

There are no infants or toddlers who currently require this service. These services will be made available by the LEA if determined necessary by the IFSP team and may include conducting assessments in the following areas: nutritional history and dietary intake; anthropometric, biochemical, and clinical variables; feeding skills and feeding problems; and food habits and preferences.

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

☐ *Service is Not Currently Provided*

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

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

☐ 250—Special Instruction (Ages 0-2 only)

☒ *Service is Not Currently Provided*

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

There are no infants or toddlers who currently require this service. Special instruction includes the design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction. It also includes curriculum planning, which involves the planned interaction of personnel, materials, time, and space to achieve the outcomes identified in the child's Individualized Family Service Plan IFSP. In addition, special instruction provides families with information, skills, and support related to enhancing the child's skill development, and includes direct work with the child to promote developmental progress. This service will be made available by the LEA if determined necessary by the IEP team.

☐ 260—Special Education Aide (Ages 0-2 only)

☒ *Service is Not Currently Provided*

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

There are no infants or toddlers who currently require this service. A special education aide to support specialized services will be made available by the LEA if determined necessary by the IFSP team.

☐ 270—Respite Care (Ages 0-2 only)

☒ *Service is Not Currently Provided*

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

There are no infants or toddlers who currently require this service. Through the IFSP process, short-term care may be provided in-home or out-of-home to temporarily relieve families of the ongoing responsibility of specialized care for a child with a disability. This service will be made available by the LEA if determined necessary by the IFSP team.

☒ 340—Intensive Individual Service

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

Individualized Education Program (IEP) Team determination that student requires additional support for all or part of the day to meet his or her IEP goals.

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☐ *Service is Not Currently Provided*

☒ 415–Speech and Language

☐ *Service is Not Currently Provided*

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

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

Is the SELPA's average SLP caseload >55?

☐ Yes

☒ No

The average caseload for speech, language, and hearing specialists in the SELPA shall not exceed 55 cases, unless the SELPA Local Plan specifies a higher average caseload and the reasons for the greater average caseload. *EC 56363.3*

SELPA Average SLP Caseload: 39

Reasons for greater than 55 average caseload

n/a

☒ 425–Adapted Physical Education

☐ *Service is Not Currently Provided*

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

Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports and rhythms, for strength development and fitness, suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully, or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program. (CCR Title 5 §3051.1)

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☒ 435–Health and Nursing: Specialized
Physical Health Care

☐ *Service is Not Currently Provided*

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

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

☒ 436–Health and Nursing: Other

☐ *Service is Not Currently Provided*

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

This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do not include any physician-supervised or specialized health care service. IEP-required health and nursing services are expected to supplement the regular health services program. (34 CFR 300.34; CCR Title 5 §3051.12 (a)).

☒ 445–Assistive Technology

☐ *Service is Not Currently Provided*

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

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

☒ 450–Occupational Therapy

☐ *Service is Not Currently Provided*

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

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

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

☒ 460–Physical Therapy

☐ *Service is Not Currently Provided*

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

These services are provided, pursuant to an Individualized Education Program (IEP), by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility, and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home, and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents. (B&PC Ch. 5.7, CCR Title 5 §3051.6, EC Part 30 §56363, GC-Interagency Agreements Ch. 26.5 §7575(a)(2)).

☒ 510–Individual Counseling

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

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

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☐ *Service is Not Currently Provided*

☒ 515–Counseling and Guidance

☐ *Service is Not Currently Provided*

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

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

Guidance services include interpersonal, intrapersonal or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program. (34 CFR 300.306; CCR Title 4 §3051.9).

☒ 520–Parent Counseling

☐ *Service is Not Currently Provided*

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

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

☒ 525–Social Worker Services

☐ *Service is Not Currently Provided*

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

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

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§300.24(b)(13); CCR Title 5 §3051.13).

☒ 530–Psychological Services

☐ *Service is Not Currently Provided*

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

These services, provided by a credentialed or licensed psychologist pursuant to an Individualized Education Program (IEP), include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. IEP-required psychological services are expected to supplement the regular guidance and counseling program. (34 CFR §300.24; CCR Title 5 §3051.10).

☒ 535–Behavior Intervention Services

☐ *Service is Not Currently Provided*

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

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

☐ 540–Day Treatment Services

☒ *Service is Not Currently Provided*

☒ 545–Residential Treatment

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

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

☐ *Service is Not Currently Provided*

☒ 610–Specialized Service for Low Incidence
Disabilities

☐ *Service is Not Currently Provided*

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

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

☒ 710—Specialized Deaf and Hard of Hearing Services

☐ *Service is Not Currently Provided*

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

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

☒ 715—Interpreter Services

☐ *Service is Not Currently Provided*

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

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

☒ 720—Audiological Services

☐ *Service is Not Currently Provided*

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

These services include measurements of acuity, monitoring amplification, and frequency modulation system use. Consultation services with teachers, parents or speech-language pathologists must be identified in the Individualized Education Program (IEP) as to reason, frequency and duration of contact; infrequent contact is considered assistance and would not be included. (CCR Title 5 §3051.2).

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☒ 725—Specialized Vision Services

☐ *Service is Not Currently Provided*

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

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

☒ 730—Orientation and Mobility

☐ *Service is Not Currently Provided*

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

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

☒ 735—Braille Transcription

☐ *Service is Not Currently Provided*

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

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

☒ 740—Specialized Orthopedic Services

☐ *Service is Not Currently Provided*

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

Specially designed instruction related to the unique needs of students orthopedic disabilities, including specialized materials and equipment (CCR Title 5 §3030(e) and §3051.16). Currently, there are no individual students who require direct services in these areas. The

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SELPA does, however, employ itinerant staff, including assistive technology specialists, orientation and mobility specialists, visual impairment specialists and deaf/hard of hearing specialists who would be available to provide direct services in these areas and/or consult with LEA staff if deemed appropriate by the IEP team.

☐ 745–Reader Services

☒ *Service is Not Currently Provided*

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

There are no students who currently require this service. Any specialized assistance provided for students who are print-impaired, whether the impairment is the result of a visual disability, other physical disability, or a reading disability, will be made available by the LEA if determined necessary by the IEP team. This may include, but is not limited to, readers for examinations, textbooks, and other course-related reading assignments, as well as recorded materials.

☐ 750–Note Taking Services

☒ *Service is Not Currently Provided*

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

There are no students who currently require this service. Any specialized assistance provided to a student for the purpose of taking notes, when the student is unable to do so independently, will be made available by the LEA if determined necessary by the IEP team. This may include, but is not limited to, copies of notes taken by another student, transcription of tape-recorded class information, or the support of an aide designated to take notes. This does not include instruction in the process of learning how to take notes.

☐ 755–Transcription Services

☒ *Service is Not Currently Provided*

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

There are no students who currently require this service. Transcription services may be provided to convert materials from print to a mode of communication suitable for the student. This may also include dictation services for textbooks, tests, worksheets, or other instructional materials. This service will be made available by the LEA if determined necessary by the IEP team.

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☐ 760–Recreation Service, Including
Therapeutic Recreation

☒ *Service is Not Currently Provided*

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

There are no students who currently require this service. This service will be made available by the LEA if determined necessary by the IEP team. Therapeutic recreation and specialized instructional programs are designed to assist students in becoming as independent as possible in leisure activities and, when appropriate, to facilitate their integration into general recreation programs.

☒ 820–College Awareness Preparation

☐ *Service is Not Currently Provided*

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

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

☒ 830–Vocational Assessment, Counseling,
Guidance, and Career Assessment

☐ *Service is Not Currently Provided*

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

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

☒ 840–Career Awareness

☐ *Service is Not Currently Provided*

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

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

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☒ 850–Work Experience Education

☐ *Service is Not Currently Provided*

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

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

☐ 855–Job Coaching

☒ *Service is Not Currently Provided*

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

There are no students who require this service at this time. Job coaching is a service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of daily job tasks and functions. The service is provided by a job coach who is skilled, trained, and experienced in the workplace, and who can determine how the employee learns best in order to formulate a training plan to improve job performance. This service will be made available by the LEA if determined necessary by the IEP team.

☐ 860–Mentoring

☒ *Service is Not Currently Provided*

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

There are no students who require this service at this time. Mentoring is a sustained coaching relationship between a student and a teacher through ongoing involvement. The mentor provides support, guidance, encouragement, and assistance as the student encounters challenges in areas such as the acquisition of job skills. Mentoring may be formal, involving planned and structured instruction, or informal, occurring naturally through friendship, counseling, and collegial interactions in a casual, unplanned way. This service will be made available by the LEA if determined necessary by the IEP team.

☐ 865–Agency Linkages (referral and placement)

☒ *Service is Not Currently Provided*

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

There are no students who require this service at this time. Service coordination and case

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management facilitate the linkage of Individualized Education Programs (IEPs) under this part and Individualized Family Service Plans (IFSPs) under Part C with Individualized Service Plans under multiple federal and state programs, such as Title I of the Rehabilitation Act of 1973 (vocational rehabilitation), Title XIX of the Social Security Act (Medicaid), and Title XVI of the Social Security Act (Supplemental Security Income). This service will be made available by the LEA if determined necessary by the IEP team.

☐ 870—Travel and Mobility Training

☒ *Service is Not Currently Provided*

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

There are no students who require this service at this time. Orientation and mobility services are provided to blind or visually impaired students by qualified personnel to enable them to attain systematic orientation and safe movement within their environments at school, home, and in the community. This service will be made available by the LEA if determined necessary by the IEP team.

☒ 890—Other Transition Services

☐ *Service is Not Currently Provided*

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

These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and postsecondary agencies.

☐ 900—Other Related Service

☒ *Service is Not Currently Provided*

Description of the "Other Related Service"

Qualifications of the Provider Delivering "Other Related Service"

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

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

DATE: 4/7/2025FISCAL YEAR: 2025-26

SELPA NAME: 1904 Mid-Cities

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

CDE Official Local Educational Agency Name	School or Site Name	County/District/ School Code (xx-xxxxx-xxxxxxx)	Charter Number (if applicable) (xxxx)	330	210	220	230	240	250	260	270	340	415	425	435	436	445	450	460	510	515	520	525	530	535	540	545	610	710	715	720	725	730	735	740	745	750	755	760	820	830	840	850	855	860	865	870	890	900						
Bellflower Unified	Adult Transition Center Bellflower	19-64303-1930759		X								X	X	X	X			X							X																	X		X						X					
Bellflower Unified	Albert Baxter Elementary School	19-64303-1930775		X								X	X					X						X																															
Bellflower Unified	BAE CENTER	19-64303-1995679		X																X	X																																		
Bellflower Unified	Beach Cities Learning Center	19-75333-0120766		X																X	X																																		
Bellflower Unified	Beacon Day	30-66456-6130520		X								X	X	X				X							X																									X					
Bellflower Unified	Bellflower High School	19-64303-1930775		X								X	X	X				X		X	X			X	X			X	X		X	X	X							X	X	X													
Bellflower Unified	Calvary Chapel Christian School	19-64451-6906937											X																																										
Bellflower Unified	Craig Williams Elementary	19-64303-6011654		X								X	X	X				X	X					X	X					X		X																							
Bellflower Unified	Del Sol NPS	30-66480-0120295		X								X	X					X						X																															
Bellflower Unified	Del Sol School	30-66480-0120295		X								X	X					X		X					X																														
Bellflower Unified	Echo Horizon School	19-64444-6926638											X					X													X		X																						
Bellflower Unified	Ernie Pyle Elementary School	19-64303-6011621		X								X	X	X				X				X		X	X																														
Bellflower Unified	Esther Lindstrom Elementary	19-64303-6011639		X								X	X		X			X	X			X		X	X					X	X																								
Bellflower Unified	Fusion Academy Huntington Beach	30-66548-6141428		X								X								X				X																															
Bellflower Unified	Intensive Learning Center	19-64303-6011613		X								X	X	X	X			X	X	X				X												X																			
Bellflower Unified	John Tracy Clinic	19-64733-0128850		X									X					X													X		X																						
Bellflower Unified	Las Flores Educational Center	19-64303-0128306		X									X																																										
Bellflower Unified	Mayfair High School	19-64303-1935618		X								X	X	X	X		X	X	X	X	X	X			X																											X			
Bellflower Unified	Oak Grove	33-75200-7071533		X																X	X	X						X																											
Bellflower Unified	Olive Crest Academy-North	30-66522-6156665		X																	X	X		X																															
Bellflower Unified	Perkins School for the Blind	77-76422-0133926		X								X	X					X																																					
Bellflower Unified	Personal Coaching Systems	19-64733-6130470		X								X	X																																										
Bellflower Unified	Ramona Elementary School	19-64303-6011696		X								X	X	X				X	X	X	X				X																														
Bellflower Unified	Rossier Park High	30-66514-6926471		X								X	X																																										
Bellflower Unified	Saint Joseph High	19-64303-6935928		X																																																			
Bellflower Unified	Somerset High School	19-64303-1938190		X																X	X																																		
Bellflower Unified	Southland Christian Academy	19-64303-6917272											X																																										
Bellflower Unified	Speech & Language Development Cen	30-66472-6937437		X								X	X	X				X	X						X																														
Bellflower Unified	St. Bernard Catholic School	19-64303-6963508		X									X																																										
Bellflower Unified	St. Cyprian Elementary	19-64725-6963664		X																																																			
Bellflower Unified	Stephen Foster Elementary	19-64303-6011704		X								X	X	X	X			X	X	X	X				X				X	X		X	X	X																					
Bellflower Unified	Summit View West	33-67215-3330362		X																	X		X		X																														
Bellflower Unified	Thomas Jefferson Elementary	19-64303-6011712		X								X	X	X				X	X			X																																	
Bellflower Unified	Valley Christian Elementary	19-64303-6977128		X																																																			
Bellflower Unified	Valley Christian High School	19-64212-6936108		X																																																			
Bellflower Unified	Washington Elementary Bellflower	19-64303-6057517		X								X	X	X				X	X	X	X		X		X																														
Bellflower Unified	Whitewood CDC	19-64303-0000000		X								X	X		X			X	X										X																										
Bellflower Unified	Woodruff Elementary School	19-64303-6011647		X								X	X	X				X	X	X	X				X					X		X	X	X																					
Lynwood Unified	Abbott Head Start	19-64774-0000000		X									X					X																																					
Lynwood Unified	Adult Transition Center Lynwood	19-64774-1935410		X								X	X	X			X																																						X
Lynwood Unified	Beacon Day	30-66456-6130520		X								X	X												X																														
Lynwood Unified	Bright Stars Head Start	19-64774-0000000											X																																										
Lynwood Unified	Center For Learning Unlimited	19-65060-6206569		X									X					X		X																																			
Lynwood Unified	Cesar Chavez Middle School	19-64774-0108399		X								X	X	X			X	X	X	X	X			X	X					X		X	X																						
Lynwood Unified	Early Childhood Education School	19-64873-0000000											X																																										
Lynwood Unified	Epiphany Academy	19-73437-0129502		X								X	X								X																																		X
Lynwood Unified	Epiphany Academy NPS	19-73437-0129502		X								X	X								X	X																																	
Lynwood Unified	Frostig School	19-64881-6982219		X									X								X																																		

Mid-Cities Special Education Local Plan Area

NOTICE OF PUBLIC HEARING

Pursuant to Education Code 56205 (b) (1), (2) and the public disclosure requirement in Government Code Section 3547.5 and Board Policy 1640, the Mid-Cities SELPA will hold a required public hearing regarding the submission of the 2025-2026 Annual Budget and Service Plan for the Mid-Cities Special Education Local Plan Area (SELPA).

TOPIC OF HEARING

Mid-Cities Special Education Local Plan Area Annual Budget and Service Plans for 2025-2026

Copies of the budget and service plan can be downloaded at:
<https://www.mid-citiesselpa.org/committees/superintendents-council>

HEARING DATE: Monday, June 9, 2025

TIME: 2:00 p.m.

Location:

**Mid-Cities SELPA
16703 S. Clark Avenue Building C
Bellflower, CA 90706**

Submit Comment Here

<https://forms.gle/XJpyWMhGMyxsqWAA6>

For additional information contact:
Diana Zepeda-McZeal, Director
midcitiesselpa@busd.k12.ca.us

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Mid-Cities Special Education Local Plan Area

AVISO DE AUDIENCIA PÚBLICA

De conformidad con el Código de Educación 56205 (b) (1), (2) y el requisito de divulgación pública en la Sección 3547.5 del Código de Gobierno y la Política 1640 de la Junta, el SELPA de Mid-Cities celebrará una audiencia pública requerida con respecto a la presentación de los Planes Locales de Presupuesto Anual y de Servicio Anual 2025-2026 para Mid-Cities Área del Plan Local de Educación Especial (SELPA).

TEMA DE AUDIENCIA

Planes Locales de Presupuesto Anual y Servicio Anual del Año Escolar 2025-2026 para Mid-Cities Área del Plan Local de Educación Especial

Las copias del plan de presupuesto y servicios se pueden descargar en
<https://www.mid-citiesselpa.org/committees/superintendents-council>

FECHA DE LA AUDIENCIA: lunes, 9 de junio de 2025

HORARIO: 2:00 p.m.

Ubicación:

**Mid-Cities SELPA
16703 S. Clark Avenue Building C
Bellflower, CA 90706**

Enviar **Comentario Aquí**

<https://forms.gle/XJpyWMhGMyxsqWAA6>

Para más información comuníquese con:
Diana Zepeda-McZeal, Directora
midcitiesselpa@busd.k12.ca.us

Inglés al reverso