

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

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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	<input type="text" value="Los Angeles Unified"/>		
Street Address	<input type="text" value="333 S. Beaudry Ave"/>	Zip Code	<input type="text" value="90017"/>
City	<input type="text" value="Los Angeles"/>	County	<input type="text" value="Los Angeles"/>
Mailing Address	<input type="text" value="333 S. Beaudry Ave"/>		
City	<input type="text" value="Los Angeles"/>	Zip Code	<input type="text" value="xxxxx-xxxx"/>
Director First Name	<input type="text" value="Jose"/>	Administrator Last Name	<input type="text" value="Soto"/>
Director Title	<input type="text" value="Executive Director"/>		
Director's Email	<input type="text" value="jose.f.soto@lausd.net"/>		
Telephone	<input type="text" value="(213) 241-6701"/>	Extension	<input type="text"/>

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	<input type="text" value="LAUSD"/>		
Street Address	<input type="text" value="333 S. Beaudry Avenue"/>	Zip Code	<input type="text" value="90017-1466"/>
City	<input type="text" value="Los Angeles"/>	County	<input type="text" value="Los Angeles"/>
Contact First Name	<input type="text" value="Alberto"/>	Last Name	<input type="text" value="Carvalho"/>
Contact Title	<input type="text" value="Superintendent"/>		

Section A: Contacts and Certifications

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Email

Telephone

Extension

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

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

Add COE

Delete COE

Section A: Contacts and Certifications

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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

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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
-	Los Angeles Unified	Ana Oregel	Administrator-Spec. Ed.	Section E
-	Los Angeles Unified	Taryn Shimizu	Administrator-Spec. Ed.	Section E
-	Los Angeles Unified	Steve Kim	Administrator-Spec. Ed.	Section E
-	Los Angeles Unified	Janette Duran	Administrator-Spec. Ed.	Section E
-	Los Angeles Unified	James Koontz	Administrator-Spec. Ed.	Section E
-	Los Angeles Unified	Jaclyn Tolj	Administrator-Spec. Ed.	Section E
-	Los Angeles Unified	Lilia Moran	Administrator-Spec. Ed.	Multiple
-	Los Angeles Unified	Laurie Cooley	Administrator-Spec. Ed.	Multiple
-	Los Angeles Unified	Cain Galata	Administrator-Spec. Ed.	Attachments
-	Los Angeles Unified	Mabel Capistrano	Other	Section D

Section A: Contacts and Certifications

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Add	Agency	First and Last Name	Title	Section
<input type="checkbox"/>	Los Angeles Unified	Lindsay Cecil	Administrator-Spec. Ed.	Section E
<input type="checkbox"/>	Los Angeles Unified	Jessica Melo	Administrator-Spec. Ed.	Section E
<input type="checkbox"/>	Los Angeles Unified	Arlene Banuelos	Administrator-Spec. Ed.	Section E
<input type="checkbox"/>	Los Angeles Unified	Sandra Moreno	Administrator-Spec. Ed.	Section E
<input type="checkbox"/>	Los Angeles Unified	Sergio Aviles	Administrator-Spec. Ed.	Section E
<input type="checkbox"/>	Los Angeles Unified	Jacqueline Mora	Administrator-Spec. Ed.	Section E
<input type="checkbox"/>	Los Angeles Unified	Lela Rondeau	Administrator-Spec. Ed.	Section E

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.

- ☐ 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.

Section A: Contacts and Certifications

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- 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

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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

☒ 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.

Administrative Entity Signature*

Date

SELPA Governance Council or Responsible Individual

Date

SELPA Administrator

Date

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

LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA



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Section D: Annual Budget Plan

SELPA Los Angeles Unified

Fiscal Year 2025-26

Local Plan Section D: Annual Budget Plan

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

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

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

Section D: Annual Budget Plan

SELPA Los Angeles Unified

Fiscal Year 2025-26

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	445,559,295	66.81%
AB 602 Property Taxes	32,558,650	4.88%
Federal IDEA Part B	145,000,996	21.74%
Federal IDEA Part C	1,178,111	0.18%
State Infant/Toddler	3,961,214	0.59%
State Mental Health	30,272,043	4.54%
Federal Mental Health	4,753,517	0.71%
Other Projected Revenue	3,665,749	0.55%
Total Projected Revenue:	666,949,575	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)

Resource 6520 - Project Workability I; Resource 3410 DOR: Workability II, Transition Partnership

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

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

Section D: Annual Budget Plan

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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	<input type="text" value="616,047,704"/>	30.11%
Object Code 2000—Classified Salaries	<input type="text" value="334,945,498"/>	16.37%
Object Code 3000—Employee Benefits	<input type="text" value="590,901,625"/>	28.89%
Object Code 4000—Supplies	<input type="text" value="4,868,010"/>	0.24%
Object Code 5000—Services and Operations	<input type="text" value="365,648,385"/>	17.87%
Object Code 6000—Capital Outlay	<input type="text" value="25,900"/>	0.00%
Object Code 7000—Other Outgo and Financing	<input type="text" value="133,240,455"/>	6.51%
Total Projected Expenditures:	2,045,677,577	100.00%

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

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

D-6. Code 7000—Other Outgo and Financing

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

Section D: Annual Budget Plan

SELPA

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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	<input type="text" value="513,216,157"/>	25.09%
Projected Federal Revenue	<input type="text" value="153,733,418"/>	7.52%
Local Contribution	<input type="text" value="1,378,728,002"/>	67.40%
Total Revenue from all Sources:	2,045,677,577	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).

The Los Angeles Unified SELPA is a single district SELPA representing the Los Angeles Unified School District. Revenues are fully allocated to the LEA. As a single district SELPA, the services are provided through the LEA. LAUSD offers a continuum of services and tracks each service location code

- 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 Section D should be edited, or Section B must be amended according to the SELPA's

Section D: Annual Budget Plan

SELPA

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adopted policy making process, and resubmitted to the COE and CDE for approval.

Section D: Annual Budget Plan

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

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

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	<input type="text" value="5,974,114"/>	69.85%
Object Code 2000—Classified Salaries	<input type="text"/>	0.00%
Object Code 3000—Employee Benefits	<input type="text" value="2,574,464"/>	30.10%
Object Code 4000—Supplies	<input type="text"/>	0.00%
Object Code 5000—Services and Operations	<input type="text" value="4,660"/>	0.05%
Object Code 6000—Capital Outlay	<input type="text"/>	0.00%
Object Code 7000—Other Outgo and Financing	<input type="text"/>	0.00%
Total Projected Operating Expenditures:	8,553,238	100.00%

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

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

Section D: Annual Budget Plan

SELPA Los Angeles Unified

Fiscal Year 2025-26

TABLE 5

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

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

D-12. Defined Goals for Students with LI Disabilities

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

☐ YES ☒ NO

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

Unique LI program code is assigned.

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.

3,790,000

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

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

14,608,252

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.

LOCAL PLAN
Section E: Annual Service Plan
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

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SELPA: LOS ANGELES UNIFIED

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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.

☐ *Service is Not Currently Provided*

Section E: Annual Service Plan

SELPA: LOS ANGELES UNIFIED

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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.

Provision of DHH/VI/OI services, instructional supports to family to assist the child.

☒ 220—Medical (Ages 0-2 only)

☐ *Service is Not Currently Provided*

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

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

☒ 230—Nutrition (Ages 0-2 only)

☐ *Service is Not Currently Provided*

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

Nursing education on nutrition and its benefits to brain and physical development for 0-2 years.

☒ 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.

Coordination of services between parents and teachers and regional center services.

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

☐ *Service is Not Currently Provided*

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

Regional Centers

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

☐ *Service is Not Currently Provided*

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

Special education assistance provided to support families and teachers.

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☐ 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.

☐ 340—Intensive Individual Service

☒ *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.

Language and Speech (LAS) services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from a speech sound disorder (excluding abnormal swallowing patterns, if that is the sole assessed disability); voice disorder; fluency disorder; hearing loss; or language disorder characterized by inappropriate or inadequate acquisition, comprehension, or expression of spoken and/or symbolic language. In addition, LAS services may include the incorporation of various Augmentative and Alternative Communication (AAC) systems to help the student communicate to support independent access to the curriculum and interaction with the environment, including but not limited to the following: gestures, objects, picture and symbols, communication boards, and speech-generating devices. Language deficits or speech patterns resulting from the following are not included: unfamiliarity with the English language; lack of instruction in English, dialectical factors, or limited language experience; and environmental, economic, or cultural factors. LAS specialized instruction (i.e., articulation, pragmatics, comprehension/expression, etc.) and services may be direct and may include the use of a speech-language pathology assistant, or indirect such as monitoring, reviewing, and consultation with the student, parent, teacher, or other school support and DIS personnel. Service providers collaborate with teachers, school support staff, and parents/guardians, and may provide support, guidance and training as needed.

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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:

Reasons for greater than 55 average caseload

☒ 425—Adapted Physical Education

☐

Service is Not Currently Provided

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

Adapted Physical Education (APE) is an instructional program that adapts or modifies state mandated physical education curriculum. APE services are delivered by an APE teacher through a direct or indirect model for students 3 years to 22 years, who may not be able to safely and/or successfully access activities in general physical education programs, as indicated by assessment and evaluation of gross motor skills performance and other areas of need. APE services may include: individually designed developmental activities, fundamental motor skills and patterns, rhythm patterns, muscular strength development and fitness, and games and sports 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. Service providers collaborate with teachers, school support staff, and parents/guardians, and may provide support, guidance and training as needed.

☒ 435—Health and Nursing: Specialized
Physical Health Care

☐

Service is Not Currently Provided

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

Specialized physical health care services means those health services prescribed by the child's licensed physician and surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (5 CCR Section 3051.12[b]). "Specialized physical health care services," as used in this section, includes catheterization, gastric tube feeding, suctioning, or other services that require medically related training." California Education Code 49423.5

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☒ 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.

☒ 445—Assistive Technology

☐ *Service is Not Currently Provided*

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

Assistive Technology (AT) supports and services are based on individual student needs and not dependent on educational placement. AT focuses on student access to curriculum to bridge the gap between the demands of the curriculum and the student's functioning level. Multi-Tiered System of Support (MTSS) collaboration is frequently the initial step in intervention to address access challenges with accommodations, with a comprehensive AT assessment available for more complex student access needs. The range of supports and services may include specialized training and technical support by the AT assessor, assistive devices, adapted computer technology and digital resources within the educational program to improve functional access for the student. The AT support cycle includes a functional analysis of student needs, selecting, designing, or customizing appropriate devices, coordinating services, training or technical assistance for the student, family and school staff and ongoing support for the student's academic career.

☒ 450—Occupational Therapy

☐ *Service is Not Currently Provided*

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

Occupational Therapy (OT) services are provided, pursuant to an IEP, by a licensed Occupational Therapist (OT) or licensed Occupational Therapy Assistant (OTA). OT works collaboratively with the IEP team to foster self-determination and participation in the educational setting. OT includes services to improve a student's educational performance, postural stability, balance, self-help abilities, sensory processing and organization, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. OT can support executive functioning skills such as attention, arousal regulation and organization with collaboration with the classroom teacher and

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accommodations. Both direct and indirect services may be provided within the classroom, other educational settings, in groups or individually, and may include therapeutic techniques to develop abilities, adaptations to the student's environment or curriculum, and consultation and collaboration with other staff and parents. Service providers collaborate with teachers, school support staff, and parents/guardians, and may provide support, guidance and training as needed.

☒ 460—Physical Therapy

☐ *Service is Not Currently Provided*

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

Physical Therapy (PT) services are provided, pursuant to an IEP, by qualified physical therapists (PT) licensed in the state of California. School-based PTs work collaboratively with the IEP team to recommend services as appropriate that are individualized to each student that address physical access, functional mobility, and gross motor skill development. School-based PT focuses on independence within the student's current educational environment as well as meeting postsecondary outcomes. Physical therapy services are provided in the student's actual physical environment whenever possible to address individual needs. Based on the student's goals, services are provided in an individual or group setting, and may focus on skill acquisition, removal of physical barriers, accommodations, and/or consultation to the IEP team, which can include the student's classroom teacher, support staff, and family. Underlying areas addressed include, but are not limited to, motor control and coordination, posture and balance, motor planning, strength and endurance as they relate to a student's ability to access and participate in the daily curriculum. School based physical therapists also collaborate with the student's team to develop Multi-Tiered Systems of Support (MTSS) Tier 1, 2, and 3 strategies as well as educate school staff regarding wellness, prevention, and health. Service providers collaborate with teachers, school support staff, and parents/guardians, and may provide support, guidance and training as needed.

☒ 510—Individual Counseling

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

Counseling is delivered by a credentialed provider, pursuant to a student's IEP goals, and may be provided in an individual setting. Counseling is provided when deemed necessary for the student with an IEP to benefit educationally from their instructional program. Counseling may focus on one or more areas of social-emotional learning competencies to include self-awareness, self-management, social awareness, and social management, in alignment with the California Department of Education. Counseling may include Educationally Related Intensive Counseling Services (ERICS) for a student whose social-emotional and behavioral needs are documented to be more significant in frequency, duration, or intensity; affect their

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ability to benefit from their special education program; and are manifested at school, at home, and in the community. Service providers collaborate with teachers, school support staff, and parents/guardians, and may provide support, guidance and training as needed.

☐ *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, personal, 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 a group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program. (34 CFR 300.306; CCR Title 5 §3051.9). Counseling may include Educationally Related Intensive Counseling Services (ERICS) for a student whose social-emotional and behavioral needs are documented to be more significant in frequency, duration, or intensity; affect their ability to benefit from their special education program; and are manifested at school, at home, and in the community. Service providers collaborate with teachers, school support staff, and parents/guardians, and may provide support, guidance and training as needed.

☒ 520—Parent Counseling

☐ *Service is Not Currently Provided*

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

Parent workshops are provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs and may include parenting skills or other pertinent issues. IEP required parent counseling is expected to supplement the regular guidance and counseling program. Service providers collaborate with teachers, school support staff, and parents/guardians, and may provide support, guidance and training as needed.

☒ 525—Social Worker Services

☐ *Service is Not Currently Provided*

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

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

☒ 530—Psychological Services

☐ *Service is Not Currently Provided*

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

Psychological services are provided by credentialed school psychologists. Students are generally referred for assessment through their school of residence following a prescribed, mandated, pre-referral intervention process. Services include individual psychological and educational testing, and interpretation of assessment results for parents and staff to support IEP development. Eligibility recommendations are made by school psychologists after gathering data through assessment and applying eligibility criteria as defined by law; eligibility determination and service recommendations are made by IEP teams. School psychologists apply expertise in mental health, learning and behavior to help children and youth succeed academically, socially, behaviorally, and emotionally. They also provide individual and group counseling for children, and consultation with staff and parents. School psychologists work with school administrators to improve school-wide practices and policies and collaborate with community providers to coordinate needed services. Additionally, school psychologists provide crisis prevention and intervention services within their assigned school communities. Service providers collaborate with teachers, school support staff, and parents/guardians, and may provide support, guidance and training as needed.

☒ 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. Service providers collaborate with teachers, school support staff, and parents/guardians, and may provide support, guidance and training as needed.

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☐ 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.

Services are provided by contracted nonpublic, nonsectarian schools with an affiliated residential treatment center ("NPS/RTC") and are available to students pursuant to their IEPs as part of the continuum of placement options.

☐ *Service is Not Currently Provided*

☒ 610—Specialized Service for Low Incidence Disabilities

☐ *Service is Not Currently Provided*

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

Low Incidence services are defined as those provided to the student population with a documented Low Incidence disability such as orthopedic impairment (OI), visual impairment (VI), deafness (DEA), hard of hearing (HOH), or deaf-blind (DB). Typically, services are provided in educational settings by an itinerant teacher or specialist in the designated area. The need for Low Incidence Support is individualized to each student. Collaboration and/or consultation is provided to the teacher, staff, and parents as needed. These services are prescribed as part of the student's Individualized Education Program (IEP). All service provision is based upon the student's assessed need and is provided in accordance with the mandates of the IEP and state and federal guidelines. Service providers collaborate with teachers, school support staff, and parents/guardians, and may provide support, guidance and training as needed.

☒ 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.

The Deaf Education Program serves eligible students with documented hearing differences that may impact their language, communication skills, and access to the core curriculum, offering services to students ages 3 to 22 through both Itinerant and Deaf Education Special Day Classes. In alignment with the California Department of Education, LAUSD accepts and respects all languages, communication supports (such as ASL/English interpreters, assistive listening devices, hearing technology, and captioning), and educational approaches (including

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ASL, English, and students' heritage languages). The Deaf Education Itinerant Program includes Teachers of the Deaf, Educational Audiologists, and ASL/English interpreters, providing specially designed instruction and services across general education classrooms, special day programs, special education centers, and Career and Transition Centers (CTC). The program focuses on specific skills based on student needs, such as auditory skills development, self-advocacy, language skills, and Auditory Verbal Therapy/Listening and Spoken Language Intervention. Students receive support through ASL/English interpreters and/or hearing technology, ensuring access to general education classes and extracurricular activities. Collaboration with general education teachers, school staff, and parents is essential for student success. Special Day Programs are also available to meet Deaf students' unique language, communication, and hearing access needs. These programs include instruction in both ASL and spoken/written English, as well as speech therapy, auditory training, and hearing technology, tailored to individual student needs. The ASL/English (AEB) Special Day Program is available at select elementary, middle, and high school campuses, providing core and modified core curriculum instruction with direct ASL instruction and spoken English interpreters. The Listening and Spoken English (LSE Special Day Program) is offered at select elementary and middle school campuses with core curriculum instruction.

☒ 715–Interpreter Services

☐ *Service is Not Currently Provided*

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

An "educational interpreter" provides communication facilitation between students who are deaf or hard of hearing, and others, in the general education classroom and for other school-related activities, including extracurricular activities, as designated in a student's IEP.

☒ 720–Audiological Services

☐ *Service is Not Currently Provided*

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

The Audiological Resource Unit (ARU) provides a comprehensive audiologic evaluation completed by an Educational Audiologist for any child from 3 to 22 years of age. District schools refer students to the ARU when there is a suspected hearing difference, a failed audiometric screening, or a teacher or parent concern regarding a student's hearing ability. Members of the school's multidisciplinary team who facilitate listening, learning, and communication access counsel students with hearing differences and their families regarding hearing levels and act as a liaison between outside agencies and schools. Additionally, the Educational Audiologists are part of the team that assesses students with suspected Central Auditory Processing Disorder (CAPD). The Educational Audiologists also provide Designated Instructional Services (DIS) to students receiving Deaf Education services in special day programs, provide consultative services to students receiving Deaf Education Itinerant Services, and provide support services and professional development relating to students'

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hearing levels and hearing technology to students, teachers, families, and other school staff.

☒ 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, learning medium, and access technology needs; curriculum modifications necessary to meet the student's educational needs including Braille/tactual, large print, and aural media (both traditional paper and digital media); instruction in the nine areas of the Expanded Core Curriculum (ECC): compensatory skills, independent living skills, self-determination, assistive technology, career education, sensory efficiency, orientation and mobility, recreation and leisure, and social interaction skills. It may include coordination of other personnel providing services to the students such as orientation and mobility specialists, transcribers, readers, counselors, career/vocational staff, Instructional Aide Braille staff, and others, in collaboration with the student's classroom teacher. Teachers of students with visual impairments (TVI) may provide instruction in the use of specialized materials and equipment necessary to access the curriculum in educational settings such as a VI Special Day Program (resource room), or the Low Incidence Learning Center (LILC) on a general education campus. Service providers collaborate with teachers, school support staff, and parents/guardians, and may provide support, guidance and training as needed.

☒ 730—Orientation and Mobility

☐ *Service is Not Currently Provided*

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

Students who have a VI (visual impairment) eligibility are trained in body awareness, spatial concepts, and mobility (travel) skills. Students are instructed in the skills needed to travel safely and independently around their school and community. Instruction is systematic and intended to promote equal access as well as integration opportunities within a student's classroom, school, and community environments. Service delivery models include direct, collaboration and consultation. Service providers collaborate with teachers, school support staff, and parents/guardians, and may provide support, guidance and training as needed.

☒ 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 tactile media including Braille and raised-line images. It may include textbooks, tests, worksheets, diagrams, maps, image descriptions or anything necessary for instruction. The transcriber should be qualified in

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Unified English Braille as well as the Nemeth Code (mathematics) and certified by an accredited agency. Service providers collaborate with teachers, school support staff, and parents/guardians, and may provide support, guidance and training as needed.

☒ 740—Specialized Orthopedic Services

☐ *Service is Not Currently Provided*

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

This program serves eligible students with orthopedic disabilities whose educational performance is significantly impacted. The supports/ and or services for learning are focused on accommodations and adaptations necessary to access the curriculum and the educational setting. Service providers consult and collaborate with teachers, school support staff, and parents/guardians, and may provide support, guidance and training as needed. Supports and services may also include specialized materials and equipment.

☒ 745—Reader Services

☐ *Service is Not Currently Provided*

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

Support provided to students with low incidence eligibilities in obtaining the skills to read through a structured literacy approach.

☒ 750—Note Taking Services

☐ *Service is Not Currently Provided*

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

Note-taking service is any specialized assistance given to a student with a low incidence eligibility for the purpose of taking notes when the student is unable to do so independently. This may include, but is not limited to, copies of notes taken by another student or transcription of tape-recorded information from a class or aide designated to take notes.

☒ 755—Transcription Services

☐ *Service is Not Currently Provided*

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

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

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☒ 760—Recreation Service, Including
Therapeutic Recreation

☐ *Service is Not Currently Provided*

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

Recreation Therapy (RT) services are provided in accordance with a student's IEP, by a qualified recreation therapist with a certification of Recreation Therapist Certified (RTC) from the California Board of Recreation Therapy Certification; or Certified Therapeutic Recreation Specialist (CTRS) from National Council of Therapeutic Recreation Certification. RT services address fostering independence and improving a student's ability to develop and utilize the necessary social and activity skills required for participation in the educational setting, including school based cooperative learning, cooperative play, social recreation and leisure, lesson and activities, across school environments. RT services includes improvement of reciprocal interactions, perspective taking, social and group interactions, peer relationships, social and play skills, leisure education, including functional leisure routines, exploration and development of interests and awareness of personal, school and community resources. RT services range from direct and indirect services for individuals or groups, intense intervention targeting functional skill development, facilitation of activities and lessons where skills are applied in a practical manner and generalized. This continuum of support utilizes collaboration and consultation with other staff and parents. RT services support the transition from school to community programs and the lifelong pursuit of independent and healthy leisure and recreation engagement. Service providers collaborate with teachers, school support staff, and parents/guardians, and may provide support, guidance and training as needed.

☒ 820—College Awareness Preparation

☐ *Service is Not Currently Provided*

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

College awareness provides students with an understanding of higher education opportunities. This includes career planning, course prerequisites, financial aid, and admissions eligibility. College awareness information can be disseminated by many school site personnel, including but not limited to teachers, counselors, and administrators.

☒ 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.

Provision of transition assessments focused on post-secondary employment to assist a student in assessing their strengths, preferences, interests and needs in order to make realistic career decisions. Preparation of students for paid or unpaid employment, which may include work experience, job coaching, development and/or placement, and situational

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

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

Career/vocational awareness provides students with an understating of post-secondary employment pathways, through career planning and guidance. This includes post-secondary vocational training options to support students in obtaining future employment. Career awareness information can be disseminated by many school site personnel, including but not limited to teachers, counselors, and administrators

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

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

Work Experience Education means organized educational programs or instructional lessons that are directly related to the preparation of individuals for paid and/or unpaid employment.

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

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

Provision of work-based job coaching and job task orientation, management, and workflow.

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

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

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

☒ 865—Agency Linkages (referral and placement) ☐ *Service is Not Currently Provided*

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

☒ Student referred and/or placed in an outside agency such as Department of Rehabilitation, Regional Center or Bridges from School to Work.

☒ 870—Travel and Mobility Training ☐ *Service is Not Currently Provided*

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

☒ Students are supported in learning the independent use of public transportation and access services.

☒ 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 such as Department of Rehabilitation and Regional Center.

☐ 900—Other Related Service ☐ *Service is Not Currently Provided*



Description of the “Other Related Service”

Qualifications of the Provider Delivering “Other Related Service”

CSZ Code	School	Category	Enrollment Category Type	Class Type	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	3
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LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

Section D: Annual Budget Plan

SELPA Los Angeles Unified

Fiscal Year 2025-26

Local Plan Section D: Annual Budget Plan

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

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

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

Section D: Annual Budget Plan

SELPA Los Angeles Unified

Fiscal Year 2025-26

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	445,559,295	66.81%
AB 602 Property Taxes	32,558,650	4.88%
Federal IDEA Part B	145,000,996	21.74%
Federal IDEA Part C	1,178,111	0.18%
State Infant/Toddler	3,961,214	0.59%
State Mental Health	30,272,043	4.54%
Federal Mental Health	4,753,517	0.71%
Other Projected Revenue	3,665,749	0.55%
Total Projected Revenue:	666,949,575	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)

Resource 6520 - Project Workability I; Resource 3410 DOR: Workability II, Transition Partnership

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

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

Section D: Annual Budget Plan

SELPA

Fiscal Year

TABLE 2

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

D-4. Total Projected Budget by Object Code

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

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	<input type="text" value="616,047,704"/>	30.11%
Object Code 2000—Classified Salaries	<input type="text" value="334,945,498"/>	16.37%
Object Code 3000—Employee Benefits	<input type="text" value="590,901,625"/>	28.89%
Object Code 4000—Supplies	<input type="text" value="4,868,010"/>	0.24%
Object Code 5000—Services and Operations	<input type="text" value="365,648,385"/>	17.87%
Object Code 6000—Capital Outlay	<input type="text" value="25,900"/>	0.00%
Object Code 7000—Other Outgo and Financing	<input type="text" value="133,240,455"/>	6.51%
Total Projected Expenditures:	2,045,677,577	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	<input type="text" value="513,216,157"/>	25.09%
Projected Federal Revenue	<input type="text" value="153,733,418"/>	7.52%
Local Contribution	<input type="text" value="1,378,728,002"/>	67.40%
Total Revenue from all Sources:	2,045,677,577	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).

The Los Angeles Unified SELPA is a single district SELPA representing the Los Angeles Unified School District. Revenues are fully allocated to the LEA. As a single district SELPA, the services are provided through the LEA. LAUSD offers a continuum of services and tracks each service location code

- 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 Section D should be edited, or Section B must be amended according to the SELPA's

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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	<input type="text" value="5,974,114"/>	69.85%
Object Code 2000—Classified Salaries	<input type="text"/>	0.00%
Object Code 3000—Employee Benefits	<input type="text" value="2,574,464"/>	30.10%
Object Code 4000—Supplies	<input type="text"/>	0.00%
Object Code 5000—Services and Operations	<input type="text" value="4,660"/>	0.05%
Object Code 6000—Capital Outlay	<input type="text"/>	0.00%
Object Code 7000—Other Outgo and Financing	<input type="text"/>	0.00%
Total Projected Operating Expenditures:	8,553,238	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.

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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

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

Unique LI program code is assigned.

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.

3,790,000

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

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

14,608,252

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.