

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



California Department of Education
Special Education Division
2023–24 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 B
 - Certifications 1, 3, 4 and 5 are required
 - Attachment I is required. Note: Additional attachments may be required if the amendment affects the services or funding associated with the Local Plan
- 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

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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

A3. SELPA Administrator Contact Information

Enter address information for the SELPA. Include current SELPA administrator contact information. NOTE: SELPA administrator position changes do not require amendments to the Local Plan. However, in such cases the new SELPA administrator assumes the responsibility for the contents and implementation of the last approved Local Plan filed with the CDE.

SELPA Name	<input type="text" value="Morongo SELPA"/>		
Street Address	<input type="text" value="5715 Utah Trail"/>	Zip Code	<input type="text" value="92277"/>
City	<input type="text" value="Twentynine Palms"/>	County	<input type="text" value="San Bernardino"/>
Mailing Address	<input type="text" value="PO Box 1209"/>		
City	<input type="text" value="Twentynine Palms"/>	Zip Code	<input type="text" value="92277"/>
Administrator First Name	<input type="text" value="Heidi"/>	Administrator Last Name	<input type="text" value="Burgett"/>
Administrator Title	<input type="text" value="SELPA Director"/>		
Administrator's Email	<input type="text" value="heidi.burgett@morongo.k12.ca.us"/>		
Telephone	<input type="text" value="(760) 367-9191"/>	Extension	<input type="text" value="4230"/>

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.

Administrative Entity Name	<input type="text" value="Morongo Unified School District"/>		
Street Address	<input type="text" value="5715 Utah Trail"/>	Zip Code	<input type="text" value="92277"/>

Section A: Contacts and Certifications

SELPA Fiscal Year

City County

Contact First Name Last Name

Contact Title

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

A6. Pursuant to *EC* Section 56207(b)(7), the Local Plan section(s): Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: 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:

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.

Section A: Contacts and Certifications

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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

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:

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- 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).

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
-	Morongo SELPA	Heidi Burgett	Administrator-Spec. Ed.	All
-	Morongo USD	Eric Smith	Administrator-Spec. Ed.	All
-	Morongo USD	Valerie Paulus	Other	Multiple
-	Parent	Naomi Thomas	CAC	All
-	Morongo USD	Charlene Childs	Teacher-Gen. Ed.	All

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Add	Agency	First and Last Name	Title	Section
<input type="checkbox"/>	Morongo USD	Jennifer Hevy	Teacher-Spec. Ed.	All
<input type="checkbox"/>	Morongo USD	Daniele Snider	Administrator-Gen. Ed.	All
<input type="checkbox"/>	Morongo USD	Elizabeth Sellers	Administrator-Spec. Ed.	All
<input type="checkbox"/>	Morongo USD	Jennifer Smith	Teacher-Gen. Ed.	All
<input type="checkbox"/>	Morongo USD	Laura Ambrosius	Teacher-Spec. Ed.	All
<input type="checkbox"/>	Community Partner	Kathi Papp	Other	All

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, D, and E)
- 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

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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

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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*

Date

SELPA Governance Council or Responsible Individual

Date

Section A: Contacts and Certifications

SELPA

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SELPA Administrator

Date

*If the Local Plan represents a single LEA SELPA, then the responsible individual identified in item A4 of Section A must sign here. If the Local Plan represents a multiple LEA SELPA, or a COE joined SELPA, then the administrative entity's designee identified in item A4 of Section A must electronically sign here.

Section A: Contacts and Certifications

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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

C2-2. 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.)

C2-3. 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.)

C2-4. Specific web address where the SELPA Local Plan, including all sections, is posted.

Administrative Entity*

Date

SELPA Governance Council or Responsible Individual

Date

Section A: Contacts and Certifications

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SELPA Administrator

Date

*If the Local Plan represents a single LEA SELPA, then the responsible individual identified in item A4 of Section A must sign here. If the Local Plan represents a multiple LEA SELPA, or a COE joined SELPA, then the administrative entity's designee identified in item A4 of Section A must electronically sign here.

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SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education
Special Education Division

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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 Morongo SELPA is a single district SELPA located in the southeast corner of San Bernardino County bordering Riverside County. There are approximately one thousand, two hundred and thirty-three (1,233) students with disabilities enrolled in the SELPA, ages 0-21 years.

Morongo SELPA students reside within the Morongo Basin located between the Joshua Tree National Park and United States Marine Corps Air Ground Combat Center.

- 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)*]

GOVERNING BODY

Board of Education
 The governing board of the Morongo Unified School District is responsible for the special education programs operated within its jurisdiction and performs the legally required duties of the single-district SELPA.

Responsibilities of the MUSD Board of Education

- 1. approves, with the Superintendent's recommendation, all special education programs and related services offered within the district
- 2. assures equal access for individuals with exceptional needs to appropriate placements within the regular school programs when it has been determined such placement is necessary for a student's continued academic and social growth
- 3. approves interagency agreements and contracts with out-of-district nonpublic school services when the district has determined it cannot appropriately meet the needs of such identified students

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4. upon the Superintendent's recommendation approves the budget for special education programs operated within the Morongo Unified School District
5. approves the recommendations of the Superintendent about the recruitment and hiring of personnel required to staff the special education programs
6. directs the Superintendent or his designee to establish a system of Procedural Safeguards regarding the identification, evaluation, and educational placement of students with exceptional needs
7. reviews and approves revisions of the Morongo SELPA Local Plan for special education
8. participates in the governance of the Morongo SELPA through its designated representative, the Morongo SELPA Director. The Morongo SELPA Director has the authority to act as the board designee to approve and amend policies as necessary
9. adopts policies necessary to implement EC 56000 et seq.

The Superintendent

The Superintendent has the executive responsibility for implementing the local plan.

Responsibilities of the Superintendent

1. is responsible for implementing and monitoring all special education policies established by the governing board
2. provides administrative support for the implementation of special education functions
3. reviews and recommends the annual budget and staffing formulas for special education programs and recommends them for adoption by the governing board
4. ensures the district's compliance with federal and state laws and regulations as they pertain to individuals with exceptional needs
5. identifies the need for and designates the positions necessary for the operation of SELPA functions
6. is responsible for the direction, discipline and annual evaluation of the SELPA director

SELPA Director

The director is responsible for day-to-day program operation and for the provision of regionalized services.

Responsibilities of the SELPA Director

1. develops and recommends to the Superintendent the governing board policies and procedures related to special education
2. meets with the SELPA administrative team
3. is a member of the Superintendent's Cabinet
4. coordinates the implementation of the local plan
5. serves as a liaison between the governing board and the Community Advisory Committee for Special Education
6. assists in the development of public awareness and identification activities
7. ensures continuous provision of public awareness and identification activities

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8. coordinates the development of all special education program budgets and staffing formulas with the director of accounting and the assistant superintendents
9. administers the approved budget for implementing all special education program services
10. provides for periodic program monitoring to assure compliance with state and federal laws and regulations
11. assists in coordinating staff development programs for staff and parents
12. implements the district's curriculum development plan following the California Standards and Accountability Plan for all special education programs
13. develops procedures for conflict resolution related to special education issues
14. takes leadership in creating healthful human relationships that will provide a suitable climate for learning and teaching
15. approves and supervises the production of all informational handbooks and descriptive brochures of the various special education programs and services
16. provides for the evaluation of the various special education programs
17. works cooperatively with appropriate individuals and groups in relating the activities of the special education department with the various district-wide education programs
18. coordinates the Home/Hospital Instructional Program for special education and general education students.
21. directs, supervises, counsels, and assists special education programs and the appropriate local, county, state and national agencies
20. evaluates personnel who report directly to the position
21. supervises and evaluates the program manager and program specialist, identified school psychologists / speech therapists, infant and preschool coordinator, teachers on special assignments and SELPA office clerical staff
22. implements current federal and state laws as they pertain to special education
23. implements the "due process" protections for the disabled including, but not limited to, informal hearings, mediation, fair hearings and complaints
24. gives assurance of full educational opportunities
25. coordinates transportation services for students with disabilities
26. assists in the organization of a district-wide Special Education Personnel Development Program related to individuals with exceptional needs in special and general education
27. develops and implements the use of legally compliant IEP forms by district personnel
28. coordinates 504 Plan development and implementation
29. coordinates assistive technology
30. coordinates the Deaf and Hard of Hearing Programs
31. coordinates the functionally blind and partially sighted programs

The SELPA Director is accountable and provides leadership that is both effective and legally compliant. The SELPA Director, collaborating with district, school site and agency leaders facilitates placements in natural environments, assures an array of educational opportunities and meets state and federal mandates.

A primary responsibility of the SELPA Director is the monitoring of the use of federal, state, and local funds in consultation with accounting services.

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It is the SELPA Director's responsibility to represent the interests of the SELPA, as a whole, without promoting any particular interest over the interest of any other agency. In the event there are critical differences of opinions and/or positions on issues, it is the SELPA Director's responsibility to mediate a reasonable resolution of the issue(s).

Advocating for the needs of disabled students and their families is a principal responsibility. Encouraging parental participation in the educational process is also a major charge. The Community Advisory Committee (CAC) meets regularly with SELPA Director or the designee (Program Manager). It is an active committee that provides input and recommendations to the district. Coordination with outside agencies such as San Bernardino and Riverside Counties of Education, Inland Regional Center, California Children Services, Desert Mountain Children's Center, Morongo Basin Children's Recovery Center, Social Services, Children's Networking, Pacific Clinics, and the Probation Department.

Communicating with other staff members and the community is necessary for the success of special education services. A variety of communication systems have been established:

- Special Education Administrator Team Meetings (weekly)
- Department Letters, Memos, Policy Letters
- Community Advisory Committee meetings (held every other month and as needed for general and executive members)
- District-wide Special Education Staff Meetings (held each quarter)
- Administrative meetings (monthly)
- Classified meetings (quarterly)
- Individual meetings with SELPA staff and school site staff members
- Management meetings (weekly and monthly)
- Fall Orientation Meeting
- Job-Alike meetings (as scheduled)
- Weekly Site Visitations
- Staff Development meetings (three times per year)

The SELPA Director assumes responsibility for the development of special education policies and procedures in compliance with State and Federal law. Input from stakeholders including district staff, CAC and other interested parties will be solicited throughout the policy development process. New and revised policies will be reviewed with these groups at bi-annual District Special Education Stakeholders Networking meetings.

SELPA Program Manager and Special Education Program Specialist

The program manager and program specialist are assigned to all elementary and secondary services. The program manager and program specialist are responsible for supervision, problem solving, legal support, staff development and curricular support. The MUSD SELPA employs one program manager and one program specialist to observe, consult, and to assist parents, pupils and school staff. The program manager and the program specialist attend IEP meetings, help teachers plan programs, arranges for materials and equipment and assists in evaluating the

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effectiveness of special education programs and services.

The program manager and program specialist services are assigned based upon pupil and program needs within the SELPA. The program manager and program specialist provide services to children in all disability categories and all continuums of service categories.

Persons selected to be a program manager or program specialist hold valid credentials, have advanced training, and have specialized, in-depth knowledge in disability areas as well as additional desirable qualifications.

The program manager and program specialist are supervised by the SELPA Director.

In specialized areas of expertise the program manager and program specialist consult and assist resource specialists, designated instruction and services, special day class teachers, and administrators. The program manager and program specialist serve as a member of IEP Teams and monitors, assists with the referral, assessment and identification of special needs children as needed.

The program manager and program specialist may participate as a team member at IEP meetings and assume leadership in the development and periodic revision of goals and objectives on the IEP.

SELPA Program Manager / Special Education Program Specialist responsibilities:

1. Assisting the SELPA Director
2. Elementary and Secondary programs and services
3. Transition and Workability programs
4. Alternative Education programs
5. Infant and Preschool programs
6. Coordination of Mental Health Services
7. Coordination of Itinerant Resource Services
8. Residential and Non-public School (NPS) placements
9. Liaison to Community Advisory Council
10. Monitoring Special Education student's individual education plans
11. Oversee and Coordinate Health Services for Special/General Education students.
12. Coordinate and monitor Extended School Year (Elementary/Secondary)
13. Assist with the evaluation of individuals within identified stakeholders groups.
14. Assist by areas of expertise with Due Process procedures
15. Assist coordination of 504 Plan development and implementation
16. Assist as a liaison to various community agencies such as Department of Mental Health, Department of Human Services, the Inland Regional Center of San Bernardino, Children Services and the Probation Department. Reference Education Codes 56205(a)(12)(A), 56368(a-c)

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Accounting Director

The accounting director assumes the responsibility for special education budgetary processing and report compilation. The accounting director and SELPA director work closely on all special education budget matters.

SELPA Clerical Staff

The SELPA Office staff includes: one administrative assistant, one SELPA compliance/Data Technician, and one office technician. All serve as the clerical support to the SELPA administrative team.

The administrative assistants duties require planning, organization, good communication, purchasing requests, developing contracts with outside agencies, report compilation and documentation, assisting the public, as well as district staff, and helping provide leadership to different district and school clerical staff, assigning home teachers for students who are ill and temporarily unable to attend school, elementary students who have been expelled, and special education students awaiting school board rulings on expulsion; extended year program scheduling and providing extended year teachers with necessary IEP information for the students, and notifying parents regarding school of attendance. This administrative assistant also does necessary typing for SELPA Director: creating forms, letters, handbooks, etc., and clerical support for the SELPA administrative team.

The SELPA compliance/data technician is responsible for the data input for implementing the California Special Education Management Information System (CASEMIS). Software that is mandated by the California Department of Education is used to process semi-annual pupil count report, tracking data for the district psychologists' initial and three-year assessments, speech and language therapist tracking lists, SEIS web-IEP system, Illuminate student data information system maintenance of records, to include records requests, and assisting the SELPA administrative team, Instructional Services and SE staff as needed.

GOVERNANCE, STRUCTURE AND ADMINISTRATIVE SUPPORT

MUSD, pursuant to Section 56195 of the California Education Code, has the responsibility to adopt a plan in accordance with California Education Code 56200 to assure access to special education and services for all eligible individuals with disabilities residing in the geographic area served by Morongo Special Education Local Plan Area (Morongo SELPA).

RESPONSIBILITY OF PARTICIPATING AGENCIES

Participating agencies may enter into additional contractual arrangements with MUSD to meet the requirements of applicable federal and state law. In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan. Each agency shall provide special education and services to all eligible students, including students attending charter schools where Morongo SELPA, has granted the charter. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in MUSD programs. Such cooperation ensures that a range of program options is available throughout the Morongo SELPA (see Service Plan).

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IMPLEMENTATION OF ADMINISTRATIVE FUNCTIONS

MUSD is designated as the Administrative Unit for the Morongo SELPA. It shall be responsible for functions such as, but not limited to:

1. receipt and distribution of special education funds to district accounts for the operation of special education programs and services
2. receipt and distribution of special education funds to accounts exclusively designated for SELPA use
3. the employment of staff to support SELPA functions

The MUSD Special Education Department, under the direction of the SELPA Director, 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. Reference Education Code 56205

SELPA STAFFING

The MUSD Board of Education assures that the SELPA shall identify the need for and designate positions necessary for the operation of the SELPA functions according to this policy. In reviewing and approving the SELPA Budget Plan and Service Plan on an annual basis, the MUSD School Board approves the staffing recommendations of the SELPA.

The SELPA Director, in conjunction with the MUSD Human Resources Department, shall use a selection process that includes representation from Administration, the Bargaining Unit, and the Special Education Administration Unit. The candidate selected in the final interview shall be recommended to the School Board for consideration and approval.

The MUSD Special Education Department may be requested by the Superintendent, Assistant Superintendent of Instruction or other MUSD Cabinet members or administrators to provide advice or assistance in other areas as needs are identified within the SELPA.

The duties of the MUSD Special Education Department, under the direction of the SELPA Director include, but are not limited to, the following:

1. provide information and recommendations for the development, modification, and implementation of the Local Plan
2. develop and implement procedures for the identification, referral, assessment, IEP development, and placement of individuals with disabilities as established by the Local Plan
3. develop forms, procedures, and recommendations for programs and services for review, modifications, and approval by the MUSD Superintendent and Local Board of Education
4. develop an Annual Budget Plan with the Director of Accounting, for SELPA operations, including modification and approval by the MUSD Superintendent and School Board
5. develop in-service/staff development programs, including parent education activities for review, modification, and approval by the MUSD Superintendent and School Board

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6. provide recommendations for membership for the Community Advisory Committee
7. develop the Annual Service Plan for approval by the MUSD Superintendent and School Board

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 administrative functions of the Morongo SELPA are delegated to the employees of the district as outlined above in part 2.

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 county provides services to student with Individual Education Programs (IEPs) who are enrolled in County Community Day Schools, County Juvenile Schools and Adult Detention facilities as identified in the Annual Service Plan. In addition, the county provides Differentiated Assistance and certified the Local Plan.

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.

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)]

COMMUNITY ADVISORY COMMITTEE (CAC)
The MUSD Local Plan was developed cooperatively with input from the Community Advisory Committee and with appropriate representation from special and general education teachers and administrators selected by the groups they represent to ensure effective participation and communication. Two committees with broad representation of important constituents developed the Local Plan for the Morongo Unified School District. All sections were reviewed by both of the groups. The committees were balanced with personnel selected by the groups they represented to provide effective participation and review of the policies.

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Parents were selected through CAC and through specialty programs and site nominations. Special and general education teachers and administrators were selected through elections and on a volunteer basis by school site. Some of the special and general education teachers were also selected through a process utilizing the teacher's bargaining unit the Morongo Teacher's Association.

The plan was developed cooperatively with all interested parties listed previously.

Policy and budget development is a matter of public record. New policies and budget development plans are shared at a variety of venues such as:

- Special Education Leadership Team
- Psychologist/Speech and Language Therapist meetings
- Stakeholders Networking meetings
- School Board meetings
- CAC meetings

Each committee has participation of parent members from the community. Advisory committee has participation of parent members from the community. Advisory committee members, or parents, are selected by the Community Advisory Committee. The Morongo SELPA takes seriously their duties as listed in EC 56194, which states:

- (a) advising the policy and administrative entity of the Morongo SELPA regarding the development, amendment, and review of the local plan
- (b) recommending annual priorities to be addressed by the plan
- (c) assisting in parent education and in recruiting parents and other volunteers who contribute to the implementation of the plan
- (d) encouraging community involvement in the development and review of the plan

The MUSD CAC meets five times throughout the year. The CAC serves to consult with the district, and specifically the special education department, in recommending annual priorities and supporting the budget development recommendations made to the district. The CAC is comprised of a majority of parents but also special and general education administrators, teachers, agency representatives, and others as appropriate.

The MUSD CAC has an elected executive committee which also meets five times throughout the school year, and these meetings are used to consult with selected parents regarding policy and budgetary plans needed to implement improvements to the system for providing special education and related services.

The Community Advisory Committee (CAC) bylaws state the purpose of the organization, officers of the committee, standing committees, composition, terms of appointment, attendance and dismissal, CAC meetings, and the amendment process. (Appendix A).

The purpose of the MUSD's CAC for special education is to participate in a partnership that

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enhances the education of each child with special needs. Its goals are to identify the needs of students and their families and act as an advisory body to the district. The CAC works to provide information and acts as a resource for families, the school district, and the community. It shall operate as a neutral and autonomous entity providing an opportunity for the community to share interests, priorities, and concerns about special education to the MUSD district and the Board of Education.

The CAC assists the district with its Child Find activities, advises parents of the importance of regular school attendance, participates on district-wide planning activities, and also serves on interview panels for new personnel when requested. The CAC collaborates on the Local Plan during its development and final approval process. Concerns and recommendations may be addressed to the SELPA Director and office through attendance at the CAC meetings, telephone contacts, written correspondence, e-mail, and through other parents. The SELPA office is open to contact by staff, families, and the community at all times. Opportunities for interaction between the Board of Education and the CAC are provided through MUSD Board of Education meetings, attendance of Board members at CAC meetings or functions, presentations, agenda issues and unscheduled oral and written communications.

Parent Education and Membership; Community Recruiting Involvement

The CAC invites parents, community members, and students to public meetings through its newsletter, printed flyers, radio announcements, telephone contacts, word of mouth, and communications through teachers, SELPA office staff, and other personnel. The CAC shares information about special education programs available to children with special needs through periodic meetings, the newsletter and parent handbook in order to encourage community involvement. Potential CAC members are solicited through the newsletter, various school-related meetings such as conferences, through contact by special education staff and site administrators, and at CAC meetings. There have been special efforts on the part of the CAC Executive Committee and the SELPA office to have parent representation from each geographic area in the Morongo Unified School District.

Members of the CAC committee include:

- Parents of individuals with exceptional needs enrolled in public or private schools
- Parents of other pupils enrolled in school
- Pupils with disabilities
- Adults with disabilities
- SELPA director and program manager
- General Education teachers
- Special Education teachers
- Other classified and/or certificated personnel
- Representatives of other public and private agencies
- Persons concerned with the needs of individuals with exceptional needs

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Members are appointed for a term of three years with one-third of the terms expiring annually. Members take office on July 1 and serve until June 30 in the year their terms expire. Members are appointed in accordance with Education Code Sections 56191-56194.

The CAC governance is an Executive Committee. The Executive Committee officers shall be a chairperson, vice-chairperson, secretary, past chairperson, and others appointed by the chairperson. The chairperson and vice-chairperson must be a parent of a child receiving special education services from the Morongo Unified School District. A majority of the Executive Committee including the chairperson must be parents or family members of a child receiving special education services from the MUSD. The chairperson shall conduct all CAC monthly committee meetings, the Executive Committee meetings, and CAC monthly board meetings. The chairperson will act as the primary "contact person" between district personnel and the CAC. The vice-chairperson shall be responsible for developing and scheduling programs for the monthly general meeting. The secretary shall record and maintain a permanent record of designated CAC meetings. These and other duties may be fulfilled by standing committees as deemed appropriate by the Executive Committee.

A nominating committee shall be recommended by a majority vote of the Executive Committee and approved by the CAC in April of each year. The committee will bring forward to the CAC nominations for the slate of officers for the coming year. At that time other nominations from the voting membership will also be accepted. Nominations shall take place at the April meeting. Elections shall be held by secret ballot in May at the general meeting.

Officers shall be elected annually and serve a term of one year. An officer may not serve more than two consecutive terms in the same office. Officer terms shall be from July 1 to June 30.

The vice-chairperson will assume responsibilities of the chairperson in the event that the chairperson must vacate office or is absent at any point during the meetings. The Executive Committee shall fill other vacancies by appointment.

The CAC Executive board will establish any standing or special committee needed to address issues to accomplish the business of the CAC. *CAC56190*

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)]

In the fall of 2022, the SELPA Director spoke to the teacher's union president and requested an elementary general education teacher, an elementary special education teacher, a secondary general education teacher and a secondary special education teacher to participate as members of the Local Plan Advisory Committee. The union president selected individuals per their union

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procedures.

The SELPA Director asked the district administrative team to provide two administrators, one elementary and one secondary, to be members of the committee and two volunteered to participate.

The SELPA Program Manager asked members of the Community Advisory Committee to participate as a member of the Local Plan Advisory Committee.

The Local Plan Advisory Committee met twice. Once to review the current Local Plan and the second to gather suggestions for amendments to the current plan.

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]

DISTRIBUTION OF FEDERAL AND STATE FUNDS

All federal and state special education funds shall be allocated to the SELPA Administrative Unit for distribution according to an approved Special Education Funding Allocation Plan. Any changes to the allocation of federal and state special education funds shall be made by the Morongo SELPA Administrative Unit.

A. Responsibilities for distribution of federal and state funds

The governing board of Morongo Unified School District (MUSD) agrees that students with disabilities will be provided with appropriate education services. The Morongo SELPA shall be responsible to ensure that the funds are distributed in accordance with the Budget Plan. The Annual Budget Plan shall be reviewed by the MUSD Community Advisory Committee and approved by the MUSD Board of Education.

B. Monitoring the use of special education funds

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 and supplementary aids and services provided in a regular class or other education-related setting to a child with a disability in accordance with the IEP for the child, even if one or more non-disabled children benefit from these services.
2. To develop and implement a fully integrated and coordinated services system.

The SELPA Director shall be responsible to monitor on an annual basis the appropriate use of all funds allocated for special education programs. Final determination and action regarding the

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appropriate special education funds shall be made through the Annual Budget Plan process.

A. Preparation of program and fiscal reports

The SELPA Director, with the assistance of the director of accounting, shall be responsible to prepare all program and fiscal reports required of the SELPA by the state.

B. Amendments to the annual service and budget plans

The MUSD Board of Education agrees to review and approve the SELPA-wide annual service and budget plans and any subsequent modifications. 

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)]

Morongo SELPA has developed a Master Contract and Service Agreement for students placed in certified nonpublic, nonsectarian schools. When MUSD contracts with a nonpublic, nonsectarian school, MUSD shall evaluate the placement of its student(s) in such schools on at least an annual basis as part of the annual IEP review. The MUSD representative shall review the master contract, the individual service agreement and the IEP to ensure that all services agreed upon and specified in the IEP are provided.

Nonpublic, nonsectarian schools are required by the master contract and the IEP to annually evaluate the students to determine if they are making appropriate educational progress. The MUSD representative shall collaboratively review with the nonpublic, nonsectarian school the evaluations conducted by the nonpublic, nonsectarian school to ensure that they were appropriate and valid for measuring student progress. MUSD may choose to administer additional assessments as necessary, with parent consent, to determine whether the student is making appropriate educational progress. The IEP team will determine standards for meeting requirements for special education students placed in nonpublic schools who are unable to attain Morongo Unified School District's graduation requirements. IEP determined standards, if needed, are specified on the student’s IEP.

Interagency Agreements

Interagency agreements necessary to support the implementation of the Local Plan, and as required by legal mandates, have been developed with the following agencies:

- California Children's Service
- Head Start
- Regional Center

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Other interagency agreements 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)]

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)]

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)]

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)]

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)]

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

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

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]

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, 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

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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:

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:

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"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 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

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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:

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

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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:

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

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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:

"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:

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"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

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)

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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 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:

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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:

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

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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

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:

Document Location:

Description:

2. Coordinated system of identification and assessment:

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Document Title:

Document Location:

Description:

3. Coordinated system of procedural safeguards:

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Description:

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

Document Title:	No Document
Document Location:	No Document
Description:	SELPA Director, Program Manager, and Program Specialist work with Directors of Elementary and Secondary Curriculum to coordinate instructional practices to ensure that instructional materials, assessments, supplemental materials are aligned to the core curriculum and accessible to all students.

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

Document Title:	Morongo Unified School District Procedural Handbook (Morongo SELPA)
Document Location:	Morongo SELPA Office and the MUSD SEIS Reference Library
Description:	Description of how the Special Education Program Assessment (SEPA) tool is used at both District and site levels.

7. Coordinated system of data collection and management:

Document Title:	No Document
Document Location:	No Document
Description:	SELPA Director, program manager and program specialist shall coordinate with SELPA compliance/data technician regarding the district system for data collection management of the State accountability for special education and act as Designee to the Superintendent regarding the management of State Accountability reviews.

8. Coordination of interagency agreements:

Document Title:	Inter-Agency Agreements and Memos Of Understanding (MOU)
Document Location:	Morongo SELPA Office
Description:	SELPA Director, program manager, and program specialist will serve as the liaison to the Inland Regional Center, California Children's Services,

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Description:

9. Coordination of services to medical facilities:

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Description:

12. Fiscal and logistical support of the CAC:

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Description:

15. Assurance of full educational opportunity:

Document Title:

Document Location:

Description:

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:

Document Location:

Description:

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

Document Title:

Document Location:

Description:

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:

Document Location:

Description:

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:

Document Location:

Description:

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:

Document Location:

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Description:

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:

Document Location:

Description:

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:

Document Location:

Description:

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*)

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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:

Document Location:

Description:

LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

2023–24 Local Plan Submission

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.

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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	<input type="text" value="5,401,340"/>	29.25%
AB 602 Property Taxes	<input type="text" value="0"/>	0.00%
Federal IDEA Part B	<input type="text" value="1,914,282"/>	10.37%
Federal IDEA Part C	<input type="text" value="74,070"/>	0.40%
State Infant/Toddler	<input type="text" value="86,634"/>	0.47%
State Mental Health	<input type="text" value="523,013"/>	2.83%
Federal Mental Health	<input type="text" value="92,662"/>	0.50%
Other Projected Revenue	<input type="text" value="10,375,432"/>	56.18%
Total Projected Revenue:	18,467,433	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.

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="8,192,226"/>	44.36%
Object Code 2000—Classified Salaries	<input type="text" value="3,444,715"/>	18.65%
Object Code 3000—Employee Benefits	<input type="text" value="4,224,520"/>	22.88%
Object Code 4000—Supplies	<input type="text" value="418,835"/>	2.27%
Object Code 5000—Services and Operations	<input type="text" value="1,148,083"/>	6.22%
Object Code 6000—Capital Outlay	<input type="text" value="0"/>	0.00%
Object Code 7000—Other Outgo and Financing	<input type="text" value="1,039,054"/>	5.63%
Total Projected Expenditures:	18,467,433	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="2,301,248"/>	12.46%
Projected Federal Revenue	<input type="text" value="6,057,547"/>	32.80%
Local Contribution	<input type="text" value="10,108,638"/>	54.74%
Total Revenue from all Sources:	18,467,433	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).

Morongo SELPA is a single district SELPA. All funds are allocated through the SELPA to the LEA through our approved allocation plan.

- 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 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="8,192,226"/>	44.36%
Object Code 2000—Classified Salaries	<input type="text" value="3,444,715"/>	18.65%
Object Code 3000—Employee Benefits	<input type="text" value="4,224,520"/>	22.88%
Object Code 4000—Supplies	<input type="text" value="418,835"/>	2.27%
Object Code 5000—Services and Operations	<input type="text" value="1,148,083"/>	6.22%
Object Code 6000—Capital Outlay	<input type="text" value="0"/>	0.00%
Object Code 7000—Other Outgo and Financing	<input type="text" value="1,039,054"/>	5.63%
Total Projected Operating Expenditures:	18,467,433	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

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.

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

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

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

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

Special Education Local Plan Area (SELPA) Local Plan

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LOCAL PLAN
Section E: Annual Service Plan
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.

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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.

Services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child's development.

- 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.

Conducting assessment in: nutritional history and dietary intake; anthropometric, biochemical, and clinical variables; feeding skills and feeding problems; and food habits and food 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.

Coordinate services between agencies and the family for the child.

- 250–Special Instruction (Ages 0-2 only) *Service is Not Currently Provided*

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

Special instruction includes: the design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas, including cognitive, physical and communicative.

- 260–Special Education Aide (Ages 0-2 only) *Service is Not Currently Provided*

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

Special Education aide in regular development class, childcare center, or family childcare home.

270–Respite Care (Ages 0-2 only) *Service is Not Currently Provided*

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

Short-term care given in-home, or out-of-home, which temporarily relieves families of the ongoing responsibility for specialized care for child with disability.

340–Intensive Individual Instruction

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

IEP Team determination that student requires additional support for all or part of the day to meet his or her IEP goals. Such as the use of an one-on-one instructional assistant.

350–Individual and Small Group Instruction

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

Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program. (Preschool Only)

415–Speech and Language *Service is Not Currently Provided*

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

Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems in the areas of receptive and expressive language, articulation, voice, and fluency.

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

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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.

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, SPHCS include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration, and glucose testing.

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 & individual counseling, making appropriate referrals and maintaining communication with agencies and health care providers.

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.

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.

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

460–Physical Therapy *Service is Not Currently Provided*

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

Services provided by a register PT pursuant to an IEP when assessment shows discrepancy between gross motor performance and other educational skills.

510–Individual Counseling

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

One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on such student aspects as education, career, personal, or be with parents or staff.

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.

520–Parent Counseling *Service is Not Currently Provided*

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

Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs.

525–Social Worker *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, provide group therapy, and coordinate services between agencies.

530–Psychological *Service is Not Currently Provided*

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

These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results for parents and staff in implementing the IEP, gathering information from various stakeholders invested with the student and analyze that data.

535–Behavior Intervention *Service is Not Currently Provided*

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

A systematic implementation of procedures designed to promote lasting, positive changes in the student’s behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the LRE.

540–Day Treatment

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

Structured education, training and support services to address the student’s mental health needs.

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.

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 who have orthopedic impairment (OI), visual impairment (VI), who are deaf, hard of hearing (HH), or deaf-blind(DB). Typically, services are provided in education setting by an itinerant teacher or the itinerant teacher/specialist. Consultation is provided to the teacher, staff and parents as needed.

710–Specialized Deaf and Hard of Hearing *Service is Not Currently Provided*

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

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

715–Interpreter *Service is Not Currently Provided*

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

Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter. This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student.

720–Audiological *Service is Not Currently Provided*

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

These services include measurements of acuity, monitoring amplification, and Frequency Modulation system use.

725–Specialized Vision *Service is Not Currently Provided*

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

This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs -- including Braille, large type, aural media; instruction in areas of need;

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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 & mobility specialists, career/vocational staff, and others) and collaboration with the student's classroom teacher.

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

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

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

735–Braille Transcription *Service is Not Currently Provided*

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

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

740–Specialized Orthopedic *Service is Not Currently Provided*

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

Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment.

745–Reading *Service is Not Currently Provided*

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

Any specialized assistance provided to students who are print-impaired, whether the impairment is the result of a visual disability, other physical disability, or reading disability. This may include, but is not limited to, readers provided for examinations, textbooks, and other course related reading assignments and may also include recorded materials.

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750–Note Taking

Service is Not Currently Provided

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

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

755–Transcription

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.

760–Recreation Service, Including
Therapeutic Recreation

Service is Not Currently Provided

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

Therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when possible and appropriate, facilitate the pupil’s integration into general education programs.

820–College Awareness

Service is Not Currently Provided

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

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

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

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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.

840–Career Awareness *Service is Not Currently Provided*

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

Transition services include a provision for in self-advocacy, career planning, and career guidance.

850–Work Experience Education *Service is Not Currently Provided*

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

Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

855–Job Coaching *Service is Not Currently Provided*

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

Job coaching is a service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled and trained on the job that can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance.

860–Mentoring *Service is Not Currently Provided*

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

Mentoring is a sustained coaching relationship between a student and teacher through on-going involvement and 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.

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865–Agency Linkages (referral and placement)

Service is Not Currently Provided

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

Service coordination and case management that facilitates the linkage of individualized education programs.

870–Travel and Mobility Training

Service is Not Currently Provided

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

Training students to use the local means of public transportation. Example: Metrolink and buses.

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 post-secondary agencies.

900–Other Related Service

Description of the “Other Related Service”

NA - We do not have a student with a need that can not be met under the other services.

Qualifications of the Provider Delivering “Other Related Service”

LOCAL PLAN
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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 below. Actions taken here will be automatically repeated for each of the tables in Attachments II through VI. Users must manually enter LEA information in Attachment VII.

LEA Membership Changes:

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

SELPA County/District/School Codes

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

Attachment I

SELPA: Morongo SELPA

Fiscal Year: 2023–24

Add or Delete Row	County Code	District Code	School Code	Charter Code (if applicable)	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
1	36	67777	0		Morongo Unified	Heidi	Burgett	(760) 367-9191	heidi.burgett@morongo.k12.ca.us	Previously Reported

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: Morongo SELPA

Fiscal Year: 2023–24

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	Morongo Unified	5,401,340	0	74,070	1,914,282	86,634	523,013	92,662	10,375,432	18,467,433
	Totals:	5,401,340	0	74,070	1,914,282	86,634	523,013	92,662	10,375,432	18,467,433

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	Morongo Unified	8,192,226	3,444,715	4,224,520	418,835	1,148,083	0	1,039,054	18,467,433
	Totals:	8,192,226	3,444,715	4,224,520	418,835	1,148,083	0	1,039,054	18,467,433

Attachment IV

SELPA: Morongo SELPA

Fiscal Year: 2023–24

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	Morongo Unified	6,057,547	100.00%	2,301,248	100.00%	10,108,638	8,358,795
	Totals:	6,057,547	100.00%	2,301,248	100.00%	10,108,638	8,358,795

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	Morongo Unified	73,859	268,415
Totals:		73,859	268,415

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

SELPA:

Fiscal Year:

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

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

LEA Name	Add or Delete Row	LEA Status	Impacted SELPA Name	Impacted District, Charter, or School Name	Initiating SELPA Notification Date	SELPA Governing Board Notification Date	COE Notification Date	CDE Notification Date	Agreed Upon Effective Fiscal Year
Morongo Unified		Delete This Row							<input type="text"/>

DO NOT
DISTRIBUTE