

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

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



California Department of Education

Special Education Division

January 2020

Section A: Contacts and Certifications

SELPA

Fiscal Year

Contact Information and Certification Requirements

From the five choices below, check the box that best represents the Special Education Local Plan Area's (SELPA's) planned submission to the CDE:

- Initial Local Plan (new SELPAs only) Amended Governance and Administration
 Annual Plan Amended Annual Plan Amended Local Educational Agency Membership

Special Education Local Plan Area Contact Information

Include current contact information for the SELPA administrator and the administrative unit and fiscal agency responsible for the implementation of the local plan.

Special Education Local Plan Area Administrator

SELPA administrator position changes do not require amendments to the local plan. However, in such cases, new SELPA administrators assume the responsibility for the contents and implementation of the last submitted and approved local plan filed with the California Department of Education (CDE).

SELPA Contact Information

SELPA Name	<input type="text" value="West Orange County Consortium for Special Educa"/>		
SELPA Code	<input type="text" value="3020"/>		
Street Address	<input type="text" value="5832 Bolsa Ave."/>	Zip Code	<input type="text" value="92649"/>
City	<input type="text" value="Huntington Beach"/>	County	<input type="text" value="Orange"/>
Administrator First Name	<input type="text" value="Jimmy"/>		
Administrator Last Name	<input type="text" value="Templin"/>		
Email	<input type="text" value="jtemplin@hbuhsd.edu"/>		
Telephone	<input type="text" value="714-903-7000"/>	Extension	<input type="text" value="50601"/>
Contact Title	<input type="text" value="Executive Director"/>		
Web Address	<input type="text" value="woccse.hbuhsd.edu"/>		

Section A: Contacts and Certifications

SELPA Fiscal Year

Responsible Local Agency (RLA)/Administrative Unit (AU) Contact Information

RLA/AU	<input type="text" value="Huntington Beach Union High School District"/>		
Street Address	<input type="text" value="5832 Bolsa Ave."/>	Zip Code	<input type="text" value="92649"/>
City	<input type="text" value="Huntington Beach"/>	County	<input type="text" value="Orange"/>
Superintendent First Name	<input type="text" value="Clint"/>	Last Name	<input type="text" value="Harwick"/>
Email	<input type="text" value="charwick@hbuhds.edu"/>		
Telephone	<input type="text" value="714-903-7000"/>	Extension	<input type="text"/>
Web Address	<input type="text" value="www.hbuhds.edu"/>		

Special Education Local Plan Agency Review Requirements

Community Advisory Committee

The SELPA must provide the local plan Governance and Administration component (Section B) to the Community Advisory Committee (CAC) for review. The CAC must be provided with at least 30 days to conduct this review.

The local plan was provided to the CAC for review on what date

County Office of Education

(California Education Code (EC) sections 56140, 56195.1(c), and 56205)

Within 45 days, the County Office of Education (COE), or COEs (as applicable) must approve or disapprove any proposed initial local plan submitted by a local educational agency (LEA) or group of LEAs within the county or counties, and any amendment to the Governance and Administration element thereafter.

COE responsible for approving the Local Plan is the

The local plan was submitted to the COE on what date

Section A: Contacts and Certifications

SELPA

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Public Hearing Requirements

Local Educational Agency

Annual Budget and Service Plans (Sections D, E, and Attachments)

LEAs participating in a SELPA's governance structure are not required to convene a separate public hearing for the adoption of the Annual Budget and Service Plans. However, LEAs must post PH notices at each school site with information related to the SELPA's PH for the adoption of the Annual Budget Plan, and/or Annual Service Plan at least 15 days before the hearing. Evidence of the posting should be maintained and made available upon request by the CDE.

Special Education Local Plan Area

Annual Budget and Services Plans (Sections D, E, and Attachments)

A PH notice for the adoption of the Annual Budget and/or Annual Service Plan(s) shall be posted at least 15 days before the hearing.

Annual Budget Plan PH Posting Date	<input type="text" value="Apr 28, 2021"/>
Annual Budget Plan PH Date	<input type="text" value="May 12, 2021"/>
Annual Services Plan PH Posting Date	<input type="text" value="Apr 28, 2021"/>
Annual Services Plan PH Date	<input type="text" value="May 12, 2021"/>

Submitting the Local Plan to the California Department of Education

STEP 1:

Section A is required when submitting any and all local plan sections to the CDE for approval.

STEP 2:

Select the radio button and check-box that represents whether the SELPA's organization is a single-LEA, or multiple-LEA structure; and the membership participation (including charter schools, COEs, and whether the SELPA meets the criteria for a small and sparse SELPA).

Single-LEA **Multiple-LEAs**

- Charter Schools Only
- LEAs Only (including Charter LEAs)

Section A: Contacts and Certifications

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COE/LEA

Small and Sparse (EC sections 56211 through 56212)

STEP 3:

Is the local plan component (Governance and Administration, Annual Budget Plan, or Annual Service Plan) an amendment to a previously submitted plan?

Yes No If "Yes," enter the fiscal year of the previously approved plan

STEP 4:

Include the agency, name, and title of the participants who collaborated in the development of the local plan sections. 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
-	FVSD	Stephanie Jensen	CAC Member	Multiple Sections
-	FVSD	Jennifer Weimer	CAC Member	Multiple Sections
-	FVSD	Talisa Zavala	CAC Member	Multiple Sections
-	HBCSD	Jamie Divis	CAC Member	Multiple Sections
-	HBCSD	Linda Martin	CAC Member	Multiple Sections
-	HBCSD	Linda Stame	CAC Member	Multiple Sections
-	HBUHSD	Jennifer Bledsoe	CAC Member	Multiple Sections
-	HBUHSD	Lan Tran	CAC Member	Multiple Sections
-	HBUHSD	Nina Jones	CAC Member	Multiple Sections
-	OVSD	Leah Allen	CAC Member	Multiple Sections
-	OVSD	Bobby Guillen	CAC Member	Multiple Sections
-	OVSD	Chileen Spaulding	CAC Member	Multiple Sections
-	WSD	Brian Lund	CAC Member	Multiple Sections
-	WSD	Erica Paulsen	CAC Member	Multiple Sections

Section A: Contacts and Certifications

SELPA West Orange County Consortium for Special E

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Add	Agency	First and Last Name	Title	Section
-	WSD	Jocelin Carmona	CAC Member	Multiple Sections
-	FVSD	Kate Christmas	Administrator	Multiple Sections
-	HBCSD	Megan Kempner	Administrator	Multiple Sections
-	HBUHSD	Doug Siembieda	Administrator	Multiple Sections
-	OVSD	Reagan Headrick	Administrator	Multiple Sections
-	WSD	Darek Jaronczyk	Administrator	Multiple Sections
-	WOCCE	Jimmy Templin	Administrator	Multiple Sections
-	WOCCE	Lindy Leech-Painter	Administrator	Multiple Sections
-	WOCCE	Rachel Rios	Finance	Multiple Sections
-	WOCCE	Heidi Goble	Administrator	Multiple Sections
-	OVSD	Kim Davis	Special Ed. Teacher	Multiple Sections
-	OVSD	Lily Seelig	General Ed. Teacher	Multiple Sections
-	OVSD	Kristen Spencer	General Ed. Teacher	Multiple Sections
-	OVSD	Sara Ostoparvour	General Ed. Teacher	Multiple Sections
-	FVSD	Page Hertzberg	General Ed. Teacher	Multiple Sections
-	HBUHSD	Kendra Rosales	General Ed. Teacher	Multiple Sections
-	HBCSD	Cheryl Nord	Special Ed. Teacher	Multiple Sections
-	HBUHSD	Nikki Jo Brandt	Special Ed. Teacher	Multiple Sections
-	WOCCE	Ericka Wegener	Resource Specialist	Multiple Sections
-	WSD	Kristin Lomeli	Resource Specialist	Multiple Sections
-	OVSD	Keith Farrow	Finance	Multiple Sections
-	WOCCE	Noell Scott	Administrator	Multiple Sections

Section A: Contacts and Certifications

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STEP 5:

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

- Certification 1 Number Submitted
- Certification 2 Number Submitted
- Certification 3 Number Submitted
- Certification 4 Number Submitted
- Certification 5 Number Submitted

STEP 6:

Make sure all applicable certifications are signed electronically and are attached to this pdf.

STEP 7:

Electronically submit the completed section(s) to the CDE at SELPALocalPlan@cde.ca.gov. SELPAs may individually email the corresponding Sections (B, D, E), and the Attachments file to the CDE in the same manner. Or, SELPA may attach all files to a single email.

IMPORTANT: Include the SELPA name, "Local Plan" and the Sections (A, B, D, E, and/or Attachments) being submitted in the "Subject" line of all emails sent to the CDE.

Section A: Contacts and Certifications

SELPA

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Certification 1: Governance and Administration

Certification 1 is required for an initial Section B submission to the CDE, and each subsequently amended submission.

I certify the attached Governance and Administration local plan section has been adopted at LEA public hearings by the represented local board(s) (LEA/county) 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 Title 34 *Code of Federal Regulations (34 CFR)* Parts 300 and 303, 29 *USC* 705 (20) and 794-794b, the Federal Rehabilitation Act of 1973 as amended, the provisions of the California *EC* Part 30, and Chapter 3 Division 1 of Title 5 of the *California Code of Regulations (5 CCR)*. Copies of all interagency agreements have been attached to the Governance and Administration section of the local plan.

I further certify written agreements have been developed and entered into by LEAs participating in the local plan. Such agreements include, but are not limited to all provisions pursuant to *EC* Section 56195.7.

Web address where the SELPA local plan, including all sections, is posted.

Clint Harwick, Ed.D. Digitally signed by Clint Harwick, Ed.D.
Date: 2021.06.02 08:41:31 -07'00'

RLA/AU Authorized Agent

Date

Cyndi Paik Digitally signed by Cyndi Paik
Date: 2021.06.02 15:42:13 -07'00'

Local Governance Council Chairperson

Date

Jimmy Templin Digitally signed by Jimmy Templin
Date: 2021.06.02 08:42:35 -07'00'

SELPA Administrator

Date

Section A: Contacts and Certifications

SELPA West Orange County Consortium for Special E

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Certification 2: Annual Budget Plan and Annual Service Plan

Certification 2 is required for an initial Section D, and/or E submission to the CDE and each subsequent annual revision.

I certify the attached local plan section(s) including, (1) the Annual Budget Plan; and/or (2) the Annual Service Plan has/have was/were adopted at a SELPA public hearing and is/are the basis for the operation and administration of special education programs specified herein. I further assure the agency(ies) represented 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), 20 USC 1400 et seq., and implementing regulations under 34 CFR Parts 300 and 303, 29 USC 705 (20) and 794-794b, the Federal Rehabilitation Act of 1973 as amended, the provisions of the California EC Part 30, and Chapter 3 Division 1 of 5 CCR.

Web address where the SELPA local plan, including all sections, is posted.

woccse.hbuhsd.edu

Clint Harwick, Ed.D.

Digitally signed by Clint Harwick, Ed.D.
Date: 2021.06.02 08:42:58 -07'00'

RLA/AU Authorized Agent

Date

Cyndi Paik

Digitally signed by Cyndi Paik
Date: 2021.06.02 15:42:44 -07'00'

Local Governance Council Chairperson

Date

Jimmy Templin

Digitally signed by Jimmy Templin
Date: 2021.06.02 08:43:11 -07'00'

SELPA Administrator

Date

SELPA

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Certification 3: County Superintendent

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

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

C3-1. All LEAs within the county have elected to participate in this SELPA Local Plan.

Yes No

C3-2. The SELPA Local Plan section(s) as specified herein was approved by the COE pursuant to *EC* Section 56140(b).

Yes No

C3-3. The county superintendent certifies the SELPA is a:

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

For a multiple LEA SELPA or a COE joined SELPA

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

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

SELPA West Orange County Consortium for Special E

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system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

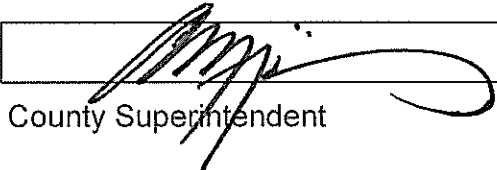
I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

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

C3-4. A written agreement must be entered into between the LEA and SELPA for implementation of services including, but not limited to *EC* Section 56195.7. The county superintendent ensures the Local Plan, including amendments, is posted on the COE web site, or includes a link to the Local Plan.

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

hbuhsd.woccse.edu


County Superintendent

5-16-21
Date

Special Education Local Plan Area (SELPA) Local Plan Certification 4

SELPA

West Orange County Consortium for Special E

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2021–22

Certification 4: Community Advisory Committee

IMPORTANT: Certification 4 is required when the information being submitted to the California Department of Education (CDE) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan and/or Section E: Annual Service Plan.

C4-1. The Community Advisory Committee (CAC), advised the SELPA during the development, amendment, and review of the Local Plan pursuant to California *Education Code* Section 56194.

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

C4-2. The CAC had at least 30 days to conduct a review of the completed Local Plan. This review was done prior to Local Plan being submitted to the COE and CDE.

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

C4-3. The CAC provided written comments to the SELPA regarding this Local Plan submission.

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

I certify the information presented herein is an accurate representation of the CAC's involvement in the development and/or amendment of the Local Plan.

Bobby Guillen

CAC Chairperson

Mar 29, 2021

Date

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

SELPA

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Certification 5: Participating Local Educational Agency

The SELPA shall include a signed copy of the following local educational agency (LEA) certification for each participating agency when submitting the original, or revised local plan Governance and Administration (Section B).

LEA

The LEA certifies the SELPA local plan has been adopted by the LEA/county local governing board(s) and is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA superintendent shall administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations, which will ensure full compliance. The Superintendent certifies the LEA is participating in a:

Single LEA SELPA Multi-LEA SELPA

This Governance and Administration was:

Adopted on the day of ,
Yeas Nays

The superintendent, or chief administrator of the LEA ensures the current local plan: Governance and Administration (Section B), Annual Budget Plan (Section D), and Annual Services Plan (Section E), including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA local plan, including all sections, is posted.

Digitally signed by Mark Johnson, Ed.D.
Date: 2021.03.19 15:37:19 -07'00'

LEA Superintendent/Chief Administrator

Date

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

SELPA

Fiscal Year

Certification 5: Participating Local Educational Agency

The SELPA shall include a signed copy of the following local educational agency (LEA) certification for each participating agency when submitting the original, or revised local plan Governance and Administration (Section B).

LEA

The LEA certifies the SELPA local plan has been adopted by the LEA/county local governing board(s) and is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA superintendent shall administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations, which will ensure full compliance. The Superintendent certifies the LEA is participating in a:

- Single LEA SELPA Multi-LEA SELPA

This Governance and Administration was:

Adopted on the day of ,
Yeas Nays

The superintendent, or chief administrator of the LEA ensures the current local plan: Governance and Administration (Section B), Annual Budget Plan (Section D), and Annual Services Plan (Section E), including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA local plan, including all sections, is posted.

Digitally signed by Leisa Winston, Ed.D.
Date: 2021.03.19 15:45:05 -07'00'

LEA Superintendent/Chief Administrator

Date

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

SELPA

Fiscal Year

Certification 5: Participating Local Educational Agency

The SELPA shall include a signed copy of the following local educational agency (LEA) certification for each participating agency when submitting the original, or revised local plan Governance and Administration (Section B).

LEA

The LEA certifies the SELPA local plan has been adopted by the LEA/county local governing board(s) and is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA superintendent shall administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations, which will ensure full compliance. The Superintendent certifies the LEA is participating in a:

- Single LEA SELPA
- Multi-LEA SELPA

This Governance and Administration was:

Adopted on the day of ,

Yeas Nays

The superintendent, or chief administrator of the LEA ensures the current local plan: Governance and Administration (Section B), Annual Budget Plan (Section D), and Annual Services Plan (Section E), including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA local plan, including all sections, is posted.

Digitally signed by Clint Harwick, Ed.D.
Date: 2021.03.19 13:39:34 -07'00'

LEA Superintendent/Chief Administrator

Date

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

SELPA

Fiscal Year

Certification 5: Participating Local Educational Agency

The SELPA shall include a signed copy of the following local educational agency (LEA) certification for each participating agency when submitting the original, or revised local plan Governance and Administration (Section B).

LEA

The LEA certifies the SELPA local plan has been adopted by the LEA/county local governing board(s) and is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA superintendent shall administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations, which will ensure full compliance. The Superintendent certifies the LEA is participating in a:

- Single LEA SELPA Multi-LEA SELPA

This Governance and Administration was:

Adopted on the day of ,
Yeas Nays

The superintendent, or chief administrator of the LEA ensures the current local plan: Governance and Administration (Section B), Annual Budget Plan (Section D), and Annual Services Plan (Section E), including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA local plan, including all sections, is posted.

Digitally signed by Carol Hansen, Ed.D.
Date: 2021.03.19 15:39:40 -07'00'

LEA Superintendent/Chief Administrator

Date

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

SELPA

Fiscal Year

Certification 5: Participating Local Educational Agency

The SELPA shall include a signed copy of the following local educational agency (LEA) certification for each participating agency when submitting the original, or revised local plan Governance and Administration (Section B).

LEA

The LEA certifies the SELPA local plan has been adopted by the LEA/county local governing board(s) and is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA superintendent shall administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations, which will ensure full compliance. The Superintendent certifies the LEA is participating in a:

- Single LEA SELPA
- Multi-LEA SELPA

This Governance and Administration was:

Adopted on the day of ,

Yeas Nays

The superintendent, or chief administrator of the LEA ensures the current local plan: Governance and Administration (Section B), Annual Budget Plan (Section D), and Annual Services Plan (Section E), including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA local plan, including all sections, is posted.

Digitally signed by Cyndi Paik
Date: 2021.03.19 14:15:58 -07'00'

LEA Superintendent/Chief Administrator

Date

LOCAL PLAN
Section B: Governance and Administration
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education
Special Education Division
January 2020

Section B: Governance and Administration

SELPA West Orange County Consortium for Special E

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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:

The West Orange County Consortium for Special Education (WOCCSE) is a multi-district Special Education Local Plan Area (SELPA), comprised of five local educational agencies as described in Education Code Section 56195.1(b). The WOCCSE exists for the purpose of providing or supporting coordinated special education programs and services to students with disabilities residing within the SELPA.

The Local Educational Agencies (LEAs) participating in the WOCCSE include:

Fountain Valley School District
10055 Slater Avenue,
Fountain Valley, CA 92708

Huntington Beach City School District
8750 Dorsett Drive,
Huntington Beach, CA 92646

Huntington Beach Union High School District
5832 Bolsa Avenue,
Huntington Beach, CA 92649

Ocean View School District
17200 Pinehurst Lane,
Huntington Beach, CA 92647

Westminster School District
14121 Cedarwood Avenue,
Westminster, CA 92683

Section B: Governance and Administration

SELPA West Orange County Consortium for Special E

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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:

In adopting the Local Plan, each participating LEA agrees to carry out the duties and responsibilities assigned to it within the plan and to ensure equal access to programs and services to eligible persons requiring special education in the service region. In addition, each LEA shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the LEA of residence programs. Such cooperation ensures that a range of program options are available throughout the SELPA.

The governance structure of the SELPA is established by agreement among the Superintendents of the member LEAs. The governing body of the West Orange County Consortium for Special Education (WOCCE) SELPA is the Superintendents' Council. The WOCCE Executive Director is responsible for the coordination of the SELPA and implementation of the Local Plan, and may convene additional advisory committees as needed.

The Superintendents' Council
The Superintendents' Council is composed of a Superintendent from each of the five participating LEAs within the regional boundaries of the SELPA. Superintendents are the primary representatives; however, a Superintendent can appoint a designee to attend in his/her place if deemed necessary. The designee will have the ability to vote on behalf of the Superintendent.

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

It is the responsibility of the Superintendents' Council to take action to approve or deny amendments to the Local Plan, approve changes in the SELPA allocation plan, and any other item determined necessary by the Superintendents' Council.

Each year, the Superintendents' Council shall elect a Superintendent to serve as Chairperson and a Superintendent to serve as Vice Chairperson. The Chairperson shall preside at all meetings. He/she shall have the same rights as other members of the Superintendents' Council, in voting, introducing motions and resolutions, and discussion of questions that follow. He/she shall sign such documents on behalf of the Superintendents' Council as may require his/her signature. The Chairperson shall represent the Superintendents' Council in deliberations with other boards, districts, or agencies unless another member of the Superintendents' Council is so designated. He/she shall consult with the WOCCE Executive Director in the development of the Superintendents' Council Agenda. The Chairperson shall see that all orders and resolutions of the Superintendents' Council are carried into effect.

The Vice-Chairperson shall have such powers and perform such duties as may be prescribed from time to time by the Superintendents' Council or the Chairperson, and in the absence of the Chairperson, be vested with all the powers and authorized to perform all the duties of the Chairperson.

Section B: Governance and Administration

SELPA West Orange County Consortium for Special E

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The Superintendents' Council meets a minimum of four times during the fiscal year. All meetings of the Superintendents' Council shall be noticed and conducted in compliance with the Brown Act and other applicable laws. Three voting members shall constitute a quorum. The Superintendents' Council takes action by voting during a duly agendized meeting. Each Superintendent shall have one vote. Three votes are needed to approve an action, except in circumstances where state or federal law requires a unanimous vote.

The Community Advisory Committee

The WOCCE Community Advisory Committee (CAC) serves in an advisory capacity. CAC membership includes parents of individuals with exceptional needs enrolled in public or private schools, parents of other students enrolled in school, students with disabilities, adults with disabilities, general education teachers, special education teachers, other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs. At least a majority of the CAC shall be composed of parents of students enrolled in schools participating in the local plan and at least a majority of such parents shall be parents of individuals with exceptional needs.

CAC members shall be appointed by the LEA governing boards. The process for recommendation of appointment shall be determined by each LEA. The WOCCE Executive Director or designee will serve as the liaison between the CAC and the Superintendents' Council.

The SELPA Executive Director

The WOCCE Executive Director, or designee, will serve as the Executive Secretary to the Superintendents' Council and shall not be a voting member. The Superintendents' Council gives authority to the WOCCE Executive Director to serve as the administrator of the SELPA.

Under the supervision of the Superintendents' Council, the duties of the WOCCE Executive Director include, but are not limited to:

1. Coordinate the administration and implementation of the Local Plan.
2. Coordinate the preparation and submission of the Annual Budget Plan and Annual Service Plan.
3. Oversee the recruitment, supervision, and evaluation of the WOCCE staff.
4. Gather input from LEA program and business staff to formulate policy and procedure recommendations for Superintendents' Council action related to the distribution of state and federal funds among the LEAs.
5. Meet with LEA program and business staff regarding special education program needs, policies, procedures, agreements, and forms; and the development and implementation of personnel development and programs.
6. Provide LEA program staff with a venue for sharing ideas regarding issues such as IEP development and implementation, curriculum scope and sequence, student performance targets, assessments, instructional best practices, and day-to-day operations.
7. Ensure the development and maintenance of interagency agreements with appropriate public agencies to ensure a full range of special education programs and services.
8. Ensure appropriate use of federal, state, and local funds allocated for special education.
9. Ensure the preparation of program and fiscal reports required by LEAs, the WOCCE, and the California Department of Education.

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10. Ensure the provision of technical assistance and consultation to LEAs in all areas of special education, including compliance and due process procedures.
11. Ensure the development and implementation of policies, procedures, and local agreements that will ensure that all students are provided with a free and appropriate public education (FAPE).
12. Inform the member LEA superintendents of the status of special education programs.
13. Coordinate child find activities in public and private schools and public awareness activities for the SELPA as required by State and Federal laws and regulations.
14. Serve as Executive Secretary to the Superintendents' Council.
15. Serve as, or appoint, a liaison to the Community Advisory Committee (CAC).

SELPA Program Specialists

It shall be the provision of the Superintendents' Council that the WOCCE shall employ any necessary personnel to support and implement the Local Plan. Program Specialists may be employed through the Administrative Unit (AU) and serve the SELPA under the direction of the WOCCE Executive Director.

Each Program Specialist must possess a valid special education credential or appropriate related license. Program Specialists shall have advanced training and related experiences in the education and support of individuals with disabilities.

Under the direction of the WOCCE Executive Director, Program Specialist responsibilities may include, but are not limited to:

1. Conducting, observing, consulting with and assisting special and general education staff, administrators, and parents regarding appropriate placement and services for students.
2. Participating in program development, primarily in the area of his or her expertise.
3. Coordinating curricular resources and taking leadership in ensuring the use of appropriate instructional methods, strategies, interventions and resources.
4. Facilitating the development and implementation of staff development and parent education activities.

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:

The Superintendents' Council is composed of the Superintendent from each member LEA and is the policy making body for the SELPA. Each Superintendent is responsible to the governing board of their respective LEA.

In regards to the policy making process, the Superintendents' Council responsibilities shall include but are not limited to:

1. Approve amendments to the Local Plan, and Assurances and Procedures.
2. Review, approve, and monitor all budgets assigned to the SELPA.
3. Approve revisions to the allocation plan for the distribution of federal, state, and local funds allocated for special education programs.

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4. Take action to approve or deny annual service and annual budget plans and the revisions to those plans.
5. Establish and promote a Community Advisory Committee (CAC).
6. Review and consider comments from the CAC.
7. Take action to approve or deny SELPA-wide policies, administrative regulations, procedures, resolutions, local interagency agreements and guidelines for the management and implementation of special education programs and services within the SELPA.
8. Select, supervise, and evaluate the WOCCE Executive Director.
9. Provide direction to the WOCCE Executive Director.

Duties of the SELPA Executive Director pertaining to the policy making process:

The WOCCE Executive Director will make recommendations to the Superintendents' Council. He/she will communicate and meet with, when needed and as often as deemed necessary, special education administrative staff and business personnel from each of the member LEAs to collect information and data as recommendations for the Superintendents' Council are being considered and developed. These individuals may serve as an adjunct advisory committee to the WOCCE Executive Director and he/she will carry out those functions specified in state law and the Local Plan.

In regards to the SELPA's policy making process and the input provided to the Superintendents' Council, the WOCCE Executive Director shall perform duties such as but not limited to the following:

1. Recommend policies, procedures and financial actions to support the implementation of the Local Plan.
2. Review and recommend needed modification of the Local Plan.
3. Recommend programs/services and coordination within the SELPA so as to assure the availability of appropriate special education services to all eligible individuals with disabilities.
4. Recognize the importance of mutual cooperation and the value of parent input, by actively participating in the Community Advisory Committee, and sharing the recommendations of CAC with the Superintendents' Council.

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:

The West Orange County Consortium for Special Education (WOCCE) shall submit the Local Plan to the Superintendent of the Orange County Department of Education for approval.

The Orange County Department of Education may provide support and services to LEAs and students with disabilities, as requested.

5. Describe the policies and procedures of the SELPA that allow for the participation of charter schools in the local plan:

Request for SELPA Membership by a Charter School

A request by a charter school to participate as a local educational agency (LEA) in the special education local plan area (SELPA) will not be treated differently from a similar request made by a school district. In reviewing and approving such a request, the following requirements shall apply:

1. The SELPA shall comply with Education Code, sections 47605 et. seq., Title 20 United States Code sections 1400 et. seq., and Education Code sections 56000 et. seq.
2. The charter school shall participate in state and federal funding for special education and receive funding in the same manner as other LEAs of the SELPA as specified in the SELPA income distribution model.
3. The charter school shall participate in the governance of the SELPA in the same manner as other LEAs of the SELPA.
4. The addition of new members to the West Orange County Consortium for Special Education (WOCCE), as approved by the Superintendents' Council, shall be followed by an amendment to the Local Plan.

Provision of Special Education Services to Students Voluntarily Enrolled in Charter Schools

This policy applies to all charter schools that are chartered by member districts of the WOCCE or granted LEA status in the SELPA. This policy also applies to any charter school granted by the State Board of Education (SBE), when oversight responsibilities have been assigned to an LEA within the SELPA (Ed. Code, § 47605, subd. (k)(l)). As students enrolled in charter schools are entitled to special education services on the same basis as all other public school students, charter schools must comply with all requirements of state and federal law regarding provision of special education services (See Ed. Code, § 56000 et. seq.; 20 U.S.C. § 1400 et. seq.). Children with disabilities and their parents shall retain all rights under the Individuals with Disabilities Act (IDEA) and the implementing California laws and regulations when enrolling in a charter school.

Policy Statement

Special education and related services shall be provided to all eligible individuals residing within the jurisdiction of the WOCCE in accordance with this Local Plan and WOCCE Policies and Procedures. Students enrolled in charter schools operating as a school of member district or an LEA member of the SELPA shall receive services in a manner similar to other students attending other LEAs in the SELPA. The SELPA supports granting of a charter only when the petition includes a reasonably comprehensive description of the charter school's plan for special education, and assurances that special education instruction and/or services shall be provided to all eligible students with disabilities enrolled in charter school, in accordance with the SELPA Local Plan.

Funding for special education services, participation in the SELPA governance structure, and responsibility for provision of services shall be based on the categorization of the individual charter school in the charter, any local agreements, SELPA Policies and Procedures, and the SELPA Local Plan.

Charter schools may participate in the SELPA as either an LEA member of the SELPA or a public school of their authorizing agency when the authorizer is a member of the SELPA. All approved charter schools will

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be deemed public schools within their authorizing agency unless the charter school provides verifiable written assurances that it has applied for and been accepted as an LEA member of the WOCCE or some other SELPA. If the charter school is an LEA member of another SELPA, the WOCCE shall have no involvement or responsibility for special education funding or services for charter school students. However, the WOCCE may, in its discretion, monitor compliance with regard to students who reside within the WOCCE plan area.

If the Superintendents' Council approves a charter school's application to participate as an LEA member of the SELPA and such approval requires a change to the SELPA Local Plan or allocation plan, such change will be adopted pursuant to the policy making process of the SELPA. Approval of a new LEA member applicant by the Superintendents' Council that does not require any other changes to this Local Plan shall not require Local Board action.

WOCCE Involvement with Approval and Renewal of Charters

Prior to a member district's approval of a new charter, or renewal of an existing charter, the superintendent or designee of that member district shall consult with the WOCCE Executive Director regarding the status of the charter school and its plan to identify and provide special education services to eligible students enrolled by the charter school. The WOCCE will be available to provide consultation on the potential special education programmatic and fiscal impacts and benefits that may be associated with granting or renewing the charter petition.

The charter petition must provide adequate assurances that all eligible students enrolled in the charter school will receive appropriate special education services in accordance with the WOCCE Local Plan or other SELPA, if verifiable written assurances of membership in that SELPA are provided during the petition process. The charter must provide assurances that no student will be denied enrollment in the charter school due to a disability or the charter school's inability to provide placement or services called for in that student's IEP. The charter must also delineate the entity responsible for providing special education instruction and services as required by all LEAs, any anticipated transfer of special education funds between the granting entity and the charter school and any provisions for sharing deficits in funding. These provisions may be described in a Memorandum of Understanding (MOU), however, that MOU should not supplant or replace a reasonably comprehensive description in the charter.

Prior to approval of a petition, and regardless of whether the charter school intends to operate as a school of their authorizing agency or an LEA member of a SELPA, petitioners should be required to provide a written description of how special education compliance will be accomplished at the charter school. This description should describe how special education services will be provided at the charter school and for charter school students in a manner that is consistent with the IDEA and its implementing state law and regulations. At minimum, the description should include:

1. the specialized instruction and services available at the charter school;
2. the procedures for ensuring that general interventions are employed and exhausted prior to referring a student for an special education eligibility assessment;
3. the procedures for ensuring students suspected of having a qualifying disability are referred, assessed and served in a timely manner, in accordance with the IDEA and

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- 4. implementing state law;
- 4. the charter school's plan to ensure the continuum of program options and services is available to students enrolled in the charter school;
- 5. assurances that charter school staff will appropriately develop, review, revise, and implement IEPs;
- 6. assurances that staff members providing special education services are appropriately credentialed;
- 7. assurances that the facilities used by the charter school does not present physical barriers that would limit eligible student's full participation in the educational and extracurricular program;
- 8. recognition that the charter school is solely responsible for compliance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act (ADA); and
- 9. assurances and procedures necessary to ensure that disenrollment and suspension and expulsion policies and procedures afford the protections of federal and state law to special education and Section 504 eligible students.

To the extent these requirements are not otherwise contained in the charter petition, they should be included in an MOU to be executed prior to granting of the charter petition. Any MOU must be consistent with the rights of obligations of SELPA members and the Local Plan.

Categories of Charter Schools

For the purposes of provision of participating in the SELPA, charter schools may be deemed either an LEA or a public school within the chartering district. A charter school shall be deemed a public school within the chartering district unless the charter school has complied with all provisions of section 2b (below).

1. Public School within a District

Charter schools that are deemed public schools within a member district will participate in state and federal funding in the same manner as other schools within that member district. The chartering district will be responsible for ensuring that all children with disabilities enrolled in the charter school receive special education and designated instructional services in a manner that is consistent with all applicable provisions of state and federal law. The chartering district will determine the policies and procedures necessary to ensure that the protections of special education law extend to students in the charter school in the same manner as students in other district schools. The charter school, deemed a public school, shall be represented on the Superintendents' Council by the superintendent of the chartering district.

The chartering district will receive all special education funds generated by the charter school, as outlined in the SELPA allocation plan, and may decide, in its sole discretion, how to allocate or expend such funds. The chartering district will represent the needs of charter schools operating as a school of their district like it does for other schools within the district, in the SELPA governance structure. The chartering district will be responsible for ensuring that all eligible students enrolled in the charter school are appropriately identified and served. The district will be responsible for procuring and funding appropriate special education services, even though the student may not reside in the chartering district's boundaries. When a student lives outside the boundaries of the chartering district, the district in which the child lives will have no responsibility to provide

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services or pay excess costs.

The district and the charter school may enter into agreements whereby the charter school is billed for excess costs associated with providing special education services to identified students, including the administration of special education programs. The charter school may also be held fiscally responsible for a fair share of any encroachment on district general funds that is created by the provision of special education services throughout the district. Should a charter school that is an operating school of the chartering district later seek to operate as an LEA, the charter school must provide written notice at least one year before leaving the SELPA to become a member of another SELPA. Two years notice is preferable, and charter schools providing such notice will be given priority consideration.

2. Charter School as an LEA within the SELPA

A charter school may apply to become an LEA member of the WOCCE or other SELPA accepting charter school members. The application process for a charter school will be treated in the same manner as any other LEA wishing to be a member of the SELPA. It is understood that a SBE authorized charter shall be treated as an LEA in terms of voting on the SELPA Superintendents' Council if oversight responsibilities have been assigned to an LEA within the SELPA.

Application must be made to the WOCCE by November 1 of the school year preceding the school year in which the charter school anticipates operating as an LEA within the SELPA. When application is made to the WOCCE, the Superintendents' Council will make the final determination regarding whether the charter school has the capacity and intent to meet all requirements of an LEA member of the SELPA. These requirements include:

- a) The charter school must demonstrate that its program and fiscal capacity, infrastructure, and experience base are sufficient to ensure full and independent compliance with the IDEA, without the support of its authorizing district. This must include assurances that the charter school will make the full continuum of program options available to its students, has highly qualified staff, understands rights created by the IDEA and implements state law for eligible students and their parents, and student achievement.
- b) The charter school must be physically located within the geographic boundaries of the WOCCE (Ed. Code, §§ 47605, 47605.1.).
- c) The charter school must complete the WOCCE application process and submit all required documents together at the same time, in an organized manner. Incomplete or disorganized applications and submissions will be returned and not processed.
- d) The charter school must provide assurances and meet the terms of all policies and procedures included in the WOCCE Local Plan.
- e) Should the charter school need legal counsel in seeking or attaining LEA status, the charter school shall be solely responsible for its own legal fees as it relates to the

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application and assurances process in becoming an LEA.

Once deemed an LEA for the purpose of special education, the charter school will be responsible for and entitled to the following:

- a) Receive state and federal funding for special education in the same manner as other LEAs within the SELPA per the approved allocation plan.
- b) Be responsible for all costs and liabilities incurred in the provision of special education services. These costs may include, but are not limited to, instruction, transportation, nonpublic school/agency placements, inter-intra SELPA placements, due process proceedings, complaints, and attorney fees.
- c) Document that all state and federal special education funds apportioned to the charter school are used for the sole purpose of providing special education instruction and/or services to identified students with disabilities. Such funds shall be used to supplement and not supplant other sources of federal, state, and local funds apportioned or available to the charter school.

Once admitted to the SELPA, charter school LEAs participate in state and federal funding for special education and the SELPA's allocation plan in the same manner as other LEAs in the SELPA. As with other LEAs in the SELPA, charter schools allocation will be determined based on their students' needs and special education qualified expenses, and the SELPA will only allocate to the LEA funding to cover qualified special education expenditures.

Procedure for Conflict Resolution

Issues concerning governance and administration will be consistent with the Local Plan Section B: Governance and Administration. LEAs that have not complied with requirements of this Local Plan shall cooperate with the SELPA in attempting corrective action for no less than one school year. Thereafter, the SELPA may withhold funding from that LEA, or vote to exit the member from the SELPA, with one year's notice. In the case the LEA is a charter school, such exit will result in the charter school reverting to a school of its authorizing district, unless the charter school has obtained written, verifiable assurances of membership in another SELPA before reverting to a school of the chartering district.

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:

It shall be the policy of the WOCCE SELPA, that each member LEA participate in the SELPA's established Community Advisory Committee (CAC). The CAC shall be composed of parents of individuals with exceptional needs enrolled in public or private schools, other parents of pupils enrolled in school, individuals with exceptional needs enrolled in special education programs, adults with disabilities, general education teachers, special education teachers, other school personnel, representatives of other public and private agencies, and persons concerned with individuals with exceptional needs.

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The majority of the CAC shall be composed of parents of pupils enrolled in schools participating in the Local Plan, and at least a majority of such parents shall be parents of individuals with exceptional needs. Each member LEA shall have two parent/community CAC members and one staff representative CAC member.

The CAC shall serve in an advisory capacity, and shall work with the WOCCE Executive Director, or designee, in implementing its responsibilities.

The members of the CAC shall be appointed by, and responsible to, the governing board of each participating LEA or county office, or any combination thereof participating in the Local Plan. California Education Code 56191

The process for recommendation of appointment shall be determined by each LEA.

The CAC responsibilities shall include, but are not limited to, the following:

1. Advising the policy and administrative entity of the SELPA, regarding the development, amendment, and review of the Local Plan. The entity shall review and consider comments from the CAC.
2. Recommending annual priorities to be addressed under the plan.
3. Assisting in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the plan.
4. Encouraging community involvement in the development and review of the Local Plan.
5. Supporting activities on behalf of individuals with exceptional needs.
6. Assisting in parent awareness of the importance of regular school attendance.

The WOCCE Local Plan for special education shall be developed cooperatively with input from the CAC and appropriate representation from special and general education teachers and administrators selected by the groups they represent to ensure effective participation and communication.

Signed verification shall be on file that the plan has been reviewed by the CAC. The CAC shall be provided sufficient time to conduct this review prior to submission of the plan to the Superintendents' Council.

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:

To ensure adequate and effective communication , the Local Plan will be developed, reviewed, revised and/or updated cooperatively by a committee. The committee will include representatives of special and general education teachers and/or administrators selected by the group they represent and with input form the CAC. The WOCCE Executive Director or designee will serve as the committee chairperson.

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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:

The Huntington Beach Union High School District shall be considered a local educational agency (LEA) for all purposes of this Local Plan except where referred to as the Administrative Unit (AU).

The AU is designated to perform such functions as:

1. Receipt and distribution of special education funds for the operation of special education programs and services, pursuant to state and federal law and as may be designated by the Superintendents' Council.
2. Serve as the employing agency for the West Orange County Consortium for Special Education (WOCCE) personnel who have responsibilities throughout the SELPA.
3. Providing administrative support for WOCCE.

The AU shall be entitled to an offset for costs incurred in the operation of WOCCE, to be itemized and approved in the WOCCE Annual Budget. All employees of WOCCE shall be employees of the AU, which shall be responsible for all terms and conditions of employment.

Each LEA will defend and indemnify the AU against, and will hold and save the AU, its officers, agents, and employees harmless from, any and all actions, claims, damages to persons or property, penalties, obligations, or liabilities that may be asserted or claimed by any person, firm, entity, corporation, political subdivisions, or any other organization arising out of the operation or maintenance or other activities of the LEA or its agents, employees, or independent contractors under this Local Plan.

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:

Each member LEA and the WOCCE shall develop, agree to, and maintain interagency agreements and/or memorandums of understanding necessary to support the implementation of the Local Plan, and as required by legal mandates.

Each LEA, or district of special education accountability, is responsible for the students within their jurisdiction.

Individuals with disabilities are served in their district of special education accountability whenever the needs identified on the individualized education program (IEP) can be met within the district of residence. However, it is recognized that some students have unique educational needs that cannot be met within their district of residence. Based upon unique educational needs, some students may receive services from other districts within the SELPA, districts in other SELPAs, nonpublic schools, or county programs.

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10. For multi-LEA local plans, specify:

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

The WOCCE member LEA governing board responsibilities shall include but are not limited to:

1. Provide input on SELPA policies and procedures through the superintendent of their LEA who participates on the WOCCE Superintendents' Council.
2. Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by their LEA.
3. Adoption of policies and procedures for special education programs and services within their LEA.
4. Ensure that their LEA is in compliance with all elements of the Local Plan.
5. Appoint members to the Community Advisory Committee (CAC).

b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan:

The Superintendent of each LEA is responsible to his/her respective governing board and for the administration of programs operated by his/her LEA.

Each Superintendent shall:

1. Serve as a member of the Superintendents' Council, or appoint a designee.
2. Assist in the identification of special education program and service needs for the SELPA through participation on the Superintendent Council.
3. Communicate SELPA information to his/her LEA governing board.
4. Ensure that the provisions of the Local Plan are implemented within their LEA in compliance with State Education Code and the Federal Individuals with Disabilities ACT (IDEA).
5. Ensure that appropriate facilities and support services are available to meet the needs of students with disabilities residing in the geographical area covered by the Local Plan.
6. Other duties as required by federal and state law.

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- c. The responsibilities of each LEA and COE for coordinating the administration of the local plan:

LEA special education administrators are responsible for ensuring the coordination of special education services and programs and for the implementation of the Local Plan within their LEA.

- 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:

The Superintendents' Council shall select, supervise, and evaluate the WOCCE SELPA Executive Director.

The Administrative Unit (AU) is the Huntington Beach Union High School District (HBUHSD). The AU shall provide support in the recruitment of the WOCCE SELPA Executive Director and he/she shall be an employee of the AU.

The WOCCE SELPA Executive Director will oversee the recruitment, supervision, and evaluation of the WOCCE staff.

The AU is designated to serve as the employing agency for personnel who have responsibilities throughout the Local Plan area. Such personnel will include, but not be limited to, the WOCCE Executive Director, certificated staff, and classified personnel. Employment of such personnel will be in accordance with personnel policies and practices of the HBUHSD and procedural employment policies.

- b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA:

The LEAs participating in the WOCCE SELPA have agreed that students with disabilities will be provided with appropriate special education services. The Superintendents' Council has been designated with the authority to determine the funding allocation plan for the distribution of all federal and state special education funds in order for LEAs to carry out their responsibilities.

The WOCCE and the AU shall be responsible for the distribution of the funds according to the funding allocation plan set forth by the Superintendents' Council. All federal and state special education funds shall be allocated to the WOCCE for distribution to the local education agencies (LEA) according to the funding allocation plan.

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When necessary, the Superintendents' Council shall make changes to the funding allocation plan (federal and state special education funds). The WOCCE Executive Director is responsible to ensure that the funds are distributed in accordance with the funding allocation plan.

c. The operation of special education programs: education programs:

The WOCCE and its member LEAs provide a full continuum of services to students identified with disabilities, including students in charter schools, alternative education, and students who are not in residence but approved to attend the LEA. Access to services is through each of the member LEAs. The referral, assessment, and IEP process is utilized to identify the needs of each individual student with disabilities.

Specific Duties of the Administrative Unit (AU) include:

1. The AU shall be responsible for the receipt of and distribution of any funds for the operation of special education programs in accordance with the provisions of the Education Code Section 56836.
2. The AU is designated to serve as the employing agency for the WOCCE personnel who have responsibilities throughout the Local Plan area.

Specific Duties of the SELPA Executive Director

Under the supervision of the Superintendents' Council, the duties of the WOCCE Executive Director include, but are not limited to:

1. Coordinate the administration and implementation of the Local Plan.
2. Coordinate the preparation and submission of the Annual Budget Plan and Annual Service Plan.
3. Oversee the recruitment, supervision, and evaluation of SELPA staff.
4. Gather input from LEA program and business staff to formulate policy and procedure recommendations for Superintendents' Council action related to the distribution of state and federal funds among the LEAs.
5. Meet with LEA program and business staff regarding special education program needs, policies, procedures, agreements, and forms; and the development and implementation of personnel development programs.
6. Provide LEA program staff with a venue for sharing ideas regarding issues such as IEP development and implementation, curriculum scope and sequence, student performance targets, assessments, instructional best practices, and day-to-day operations.
7. Ensure the development and maintenance of interagency agreements with appropriate public agencies to ensure a full range of special education programs and services.
8. Ensure appropriate use of federal, state, and local funds allocated for special education.
9. Ensure the preparation of program and fiscal reports required by LEAs, SELPA, and the California Department of Education.
10. Ensure the provision of technical assistance and consultation to LEAs in all areas of special education, including compliance and due process procedures.
11. Ensure the development and implementation of policies, procedures, and local agreements that

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- will ensure that all students are provided with a free and appropriate public education (FAPE).
12. Inform the member LEA superintendents of the status of special education programs.
 13. Coordinate child find activities in public and private schools and public awareness activities for the SELPA as required by State and Federal laws and regulations.
 14. Serve as Executive Secretary to the Superintendents' Council.
 15. Serve as, or appoint, a liaison to the Community Advisory Committee (CAC).

Specific Duties of the Individual LEAs

1. Ensure the coordination and implementation of child find activities.
2. Make available a free appropriate public education to all students residing in the LEA and/or Local Plan geographic area.
3. Develop and provide programs and services for all eligible students residing in the LEA and for students attending private schools.
4. Identify and serve students in medical facilities, foster care, or Licensed Children's Institution (LCI) pursuant to federal and state law.
5. Ensure participation in state and district-wide assessments.
6. Operate all special education programs and services in accordance with federal and state laws and regulations and in alignment with SELPA policies and procedures.

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

The California Department of Education (CDE) is the "Grantor" of federal funds and the WOCCE SELPA is the recipient of grant funds through the administrative unit (AU) which is the Huntington Beach Union High School District. Special Education Maintenance of Effort (MOE) on the part of each member LEA is monitored by the WOCCE. Member LEAs are required to submit their Maintenance of Effort Calculation reports for actual expenditures and budgeted expenditures to the WOCCE for review. The WOCCE reviews each district's report to verify that districts are passing one of the four available test options between state and local expenditures or local only expenditures. Once all member LEAs have submitted their reports, the WOCCE prepares a SELPA MOE report to submit to the California Department of Education (CDE) for approval.

State funds are received and distributed by the WOCCE based on the allocation plan. Per AB 602, funding is calculated for the SELPA as a whole, and it shall be the WOCCE's responsibility to allocate funding among the member LEAs based upon allocation policies and regulations approved by the Superintendents' Council. Each member LEA is responsible for the maintenance of records retention and audit documentation for the utilization of these funds.

Federal funds are received and distributed by the WOCCE upon receipt from the state based on the allocation plan approved by the Superintendents' Council. Each member LEA is responsible for the maintenance of records retention and audit documentation for the utilization of these funds. Verification of these expenditures must be made by the receiving LEA to the SELPA in order to receive

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funds via submission of periodic expenditure reports.

There shall be a budget review process annually. The WOCCE Executive Director, or designee, recommends to the Superintendents' Council the level of service and SELPA staff to adequately meet the needs of the SELPA in service to the districts. Each member LEA is assessed an amount to cover proposed expenditures based on their unduplicated pupil count. Should the proposed expenditures result in a deficit spending condition, the excess costs are funded with additional contributions by the member LEAs. The level of reserves shall also be addressed annually, with a method of distribution decided upon, should reserves be determined too excessive. Any adjustments in the Operational/Services Budget for the SELPA would be discussed and recommended by the WOCCE Executive Director, or designee, and must be approved by the Superintendents' Council.

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:

Each student's Individualized Education Program (IEP) team determines and identifies the school site which provides the student with a free and appropriate public education (FAPE) in the least restrictive environment (LRE). Any necessary specialized equipment and/or services identified by the IEP team will be provided at the identified school site.

Low incidence funds provided by the state allow for the purchase of specialized books, materials, equipment, and services necessary due to the adverse educational impact of a low incidence disability on the access to instruction and learning in the LRE. Low incidence funding is intended to supplement and not supplant other available funding.

The WOCCE and the member LEAs are responsible for ensuring that each student who has been identified as a student with a low incidence disability receives the required instructional support as indicated on the IEP. Funds for low incidence equipment, materials, and supplies as well as for low incidence services are restricted for the support of students in the following disability categories: hard-of-hearing, deaf, visual disability, severe orthopedically impaired, and deaf-blind.

Policies, Procedures, and Programs

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

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provide the SELPA policy and procedure numbers; the document title; and the physical location where the policy can be found.

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

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)

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

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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)**

Policy/Procedure Number:

Document Title:

Document Location: https://woccse.hbuhsd.edu/"/>

"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 a of 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)

Policy/Procedure Number:

Document Title:

Document Location: https://woccse.hbuhsd.edu/"/>

"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

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

Policy/Procedure Number:

Document Title:

Document Location: https://woccse.hbusd.edu/"/>

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

Yes No

7. Evaluation: 20 USC Section 1412(a)(7)

Policy/Procedure Number:

Document Title:

Document Location: https://woccse.hbusd.edu/"/>

"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)

Policy/Procedure Number:

Document Title:

Document Location: https://woccse.hbusd.edu/"/>

"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

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stated:

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

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)

Policy/Procedure Number:

Document Title:

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Document Location:

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

Yes No

12. Interagency: 20 USC Section 1412(a)(12)

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)

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

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14. Personnel Qualifications

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

15. Performance Goals and Indicators: 20 USC Section 1412(a)(15)

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)

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

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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)

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)

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)

Policy/Procedure Number:
Policy/Procedure Title:
Document Location:

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

Yes No

20. Suspension and Expulsion: 20 USC Section 1412(a)(22)

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)

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)

Policy/Procedure Number:

Document Title:

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Document Location:

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

Yes No

23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25)

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 direct instructional support provided by program specialists; and the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the reference number, document title, and the location (e.g., SELPA office) for each function:

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

Reference Number:

Document Title:

Document Location:

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Description:

Direct Instructional support provided by the program specialists:
The WOCCESE program specialist(s) work under the direction of the WOCCESE Executive Director to support the coordination and implementation of the Local Plan through their support to regionalized programs and member LEAs, as requested. LEA program specialists support the coordination of the SELPA and the implementation of the Local Plan through collaboration amongst member LEAs, including the support and operation of regionalized Shared Programs.

Role of the AU:

The AU receives and maintains accountability for fiscal and accounting records in accordance with federal and state requirements and submits reports to appropriate authorities, as well as distributes funds to member LEAs in accordance with the WOCCESE SELPA allocation plan, at the direction of the Superintendents' Council and WOCCESE office.

Role of the Administrator of the SELPA:

The WOCCESE Executive Director, and/or designee, ensures that the Local Plan is implemented and will make recommendations to the Superintendents' Council when revisions to the Local Plan are needed. The WOCCESE Executive Director, and/or designee, also facilitates the development and approval of SELPA policies and procedures necessary to implement the Local Plan.

The WOCCESE Executive Director, and/or designee, is responsible for working with the member LEAs and other agencies to ensure a full continuum of placement and service options are available to students within the SELPA. The WOCCESE Executive Director, and/or designee, is responsible for ensuring the direction of the AU in the allocation of funds consistent with the approved allocation plan.

Role of the Individual LEAs:

LEAs ensure a full continuum of services are available in order to provide a free and appropriate public education to all students with disabilities for whom they are responsible. LEAs will support the continuum of services that exist within the SELPA through their support of Shared Programs. The individual LEAs, through their Superintendent's participation on the Superintendents' Council, will approve any policies and procedures needed to implement the Local Plan.

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2. Coordinated system of identification and assessment:

Reference Number:	#2
Document Title:	Local Plan Section B: Administration of Regionalized Operations and Services
Document Location:	Local Plan Section B: Administration of Regionalized Operations and Services. (https://woccse.hbuhsd.edu/)
Description:	<div style="border: 1px solid black; padding: 10px;"><p>Direct Instructional support provided by the program specialists: The WOCCSE program specialist(s) work under the direction of the WOCCSE Executive Director to support a coordinated system of identification and assessment, including students enrolled in private schools. LEA program specialists work collaboratively with the WOCCSE and member LEAs to support the coordination of identification and assessment.</p><p>Role of the AU: Not applicable.</p><p>Role of the Administrator of the SELPA: The WOCCSE Executive Director, and/or designee, ensures each LEA conducts child find activities. The WOCCSE Executive Director, and/or designee, supports child find activities at a regional and county level, including facilitation of public notices. The WOCCSE will provide technical support to LEAs and guidance to parents, as needed. The WOCCSE will also participate in child find activities established by the LEAs and ensure appropriate interagency agreements are in place to support activities.</p><p>Role of the Individual LEAs: Each LEA is responsible for identifying and assessing all students for whom they are responsible through a coordinated system of child find and related activities. LEAs operating Shared Programs in the SELPA will support the coordination of identification and assessment collaboratively with the District of Residence for all students enrolled in the District.</p></div>

3. Coordinated system of procedural safeguards:

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Reference Number: #3

Document Title: Local Plan Section B: Administration of Regionalized Operations and Services

Document Location: Local Plan Section B: Administration of Regionalized Operations and Services.
(<https://woccse.hbuhsd.edu/>)

Description:

Direct Instructional support provided by the program specialists:
The WOCCE and LEA program specialists support a coordinated system of procedural safeguards/parent rights, including offering to review procedural safeguards and providing information to parents/guardians as needed, and upon request will review all procedural safeguards with parents/guardians.

Role of the AU: Not applicable.

Role of the Administrator of the SELPA:
The WOCCE provides alternate dispute resolution support as requested by member LEAs and through contact initiated by parents. The WOCCE Executive Director, and/or designee, assists parents, upon request, with filing complaints with the Office of Administrative Hearings when requested. The WOCCE will provide parents/guardians with a copy of their procedural safeguards and upon request will review all procedural safeguards with parents/guardians. The WOCCE ensures updated copies of procedural safeguards are available and offered to parents in all member districts and will maintain a copy on the WOCCE website.

Role of the Individual LEAs:
The LEAs provide procedural safeguards to parents/guardians consistent with the education code, assist parents with understanding their procedural safeguards, and ensures that procedural safeguards are implemented consistently. The LEAs assist parents, upon request, with filing complaints with the Office of Administrative Hearings when requested.

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

Reference Number: #4

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Document Title:

Local Plan Section B: Administration of Regionalized Operations and Services

Document Location:

Local Plan Section B: Administration of Regionalized Operations and Services.
(<https://woccse.hbusd.edu/>)

Description:

Direct Instructional support provided by the program specialists:
The WOCCE program specialist(s) work under the direction of the WOCCE Executive Director to support staff development, as well as parent and guardian education. Program specialists, including LEA program specialists, may provide direct training and support the dissemination and implementation of evidenced-based practices.

Role of the AU: Not applicable.

Role of the Administrator of the SELPA:
On an annual basis, the WOCCE Executive Director, and/or designee, will collect input from the special education administrators from member LEAs to determine the staff development needs that the WOCCE is requested to provide. On an annual basis, the Community Advisory Committee will provide input on the parent and guardian education needs. The SELPA will provide needed training and supports as requested, or determined appropriate, for each LEA. The WOCCE Executive Director, and/or designee, will regularly provide information from the state level regarding initiatives, resources, and supports available to the SELPA and member LEAs.

Role of the Individual LEAs:
LEAs will determine their staff development and parent/guardian education, based on their local needs. They may seek technical assistance or input from the WOCCE. Whenever possible, LEAs will extend appropriate staff development and parent/guardian training opportunities to other member LEAs within the SELPA. LEAs operating regionalized Shared Programs will ensure program staff receive appropriate professional development.

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

Reference Number:

#5

Document Title:

Local Plan Section B: Administration of Regionalized Operations and Services

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Document Location:	<p>Local Plan Section B: Administration of Regionalized Operations and Services. (https://woccse.hbuhsd.edu/)</p>
Description:	<p>Direct Instructional support provided by the program specialists: The WOCCSE program specialist(s) work under the direction of the WOCCSE Executive Director to support a coordinated system of curriculum development and alignment with the core curriculum within the member LEAs. Program specialists, including LEA program specialists, may provide direct training, attend state and regional professional development opportunities, and support the implementation of curriculum across the SELPA, as requested. Program specialists working within regionalized Shared Programs support the coordination of curriculum development and alignment with the core curriculum.</p> <p>Role of the AU: Not applicable.</p> <p>Role of the Administrator of the SELPA: The WOCCSE Executive Director, and/or designee, may provide technical assistance and staff development, as requested or determined appropriate, for member LEAs.</p> <p>Role of the Individual LEAs: LEAs will determine their needs for curriculum development and alignment with the core curriculum, based on their local needs. LEAs operating regionalized Shared Programs are responsible for ensuring curriculum development and alignment with the core curriculum.</p>

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

Reference Number:	#6
Document Title:	Local Plan Section B: Administration of Regionalized Operations and Services
Document Location:	<p>Local Plan Section B: Administration of Regionalized Operations and Services. (https://woccse.hbuhsd.edu/)</p> <p>Role of the AU: The AU will receive and maintain accountability for fiscal and accounting records in accordance with federal and state requirements and will</p>

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Description:

submit reports to appropriate authorities, including support of the submission of SELPA fiscal accountability reports (e.g., Maintenance of Effort).

Role of the Administrator of the SELPA:

The WOCCE Executive Director, and/or designee, will:

1. Review Annual Performance Reports, California School Dashboard, Local Control Accountability Plans, and other data sources with LEA administrators as needed.
2. Provide technical assistance and support/consultation to member LEAs with Annual Performance Reports, California School Dashboard, Local Control Accountability Plans, and other data sources as needed.
3. Review the Annual Budget Plan with the Superintendents' Council, CAC and other interested parents, community or educational groups.
4. Review the Annual Service Plan with the Superintendents' Council, CAC and other interested parents, community or educational groups.
5. Review of the SELPA funding allocation plan with the Superintendents' Council to ensure appropriate distribution of funds.

Role of the Individual LEAs:

The individual member LEAs review and monitor Annual Performance Reports, the California School Dashboard, and other data sources to ensure students with disabilities receive a free and appropriate public education. Individual LEAs also engage in monitoring activities as required by the California Department of Education, with the support of the WOCCE as needed. LEAs will review and address performance, compliance, and accountability issues in a timely manner.

7. Coordinated system of data collection and management:

Reference Number: #7

Document Title: Local Plan Section B: Administration of Regionalized Operations and Services

Document Location: Local Plan Section B: Administration of Regionalized Operations and Services.
(<https://wocce.hbuhsd.edu/>)

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Description:

Direct Instructional support provided by the program specialists:
 The WOCCSE program specialist(s) and operational staff work under the direction of the WOCCSE Executive Director to support a coordinated system of data collection and management. LEA program specialists work collaboratively within the SELPA to ensure a coordinated system of data collection and management.

Role of the AU: Not applicable.

Role of the Administrator of the SELPA:
 The WOCCSE Executive Director, and/or designee, will approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission and any other required reports of each member LEA, as required by the California Department of Education. The WOCCSE will provide technical assistance and training to LEAs as requested and/or deemed necessary. The WOCCSE establishes and maintains the Special Education Data System (i.e. SEIS) for all LEA members to access and use for reporting purposes.

Role of the Individual LEAs:
 The LEAs are responsible for data entry, quality and integrity. The LEAs will approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission and any other required reports, as required by the California Department of Education. Member LEAs are encouraged to use the Special Education Data System (i.e. SEIS) established by the Superintendents' Council and the WOCCSE.

8. Coordination of interagency agreements:

Reference Number:	#8
Document Title:	Local Plan Section B: Administration of Regionalized Operations and Services
Document Location:	Local Plan Section B: Administration of Regionalized Operations and Services. (https://woccse.hbusd.edu/)
	Direct Instructional support provided by the program specialists: The WOCCSE program specialist(s) work under the direction of the WOCCSE Executive Director to support the coordination of interagency agreements. LEA program specialists work collaboratively within the SELPA to support the coordination of interagency agreements.

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Description:

Role of the AU:

The AU is responsible for executing interagency agreements at the direction of the Superintendents' Council and the WOCCE. Such agreements may be required to be approved by the AU's governing board in the interest of the member LEAs of the SELPA.

Role of the Administrator of the SELPA:

The WOCCE Executive Director, and/or designee, will serve on committees as interagency agreements are being reviewed, revised, or developed. The WOCCE Executive Director, and/or designee, will ensure that interagency agreements are in place as required by California Education Code and provide technical assistance and dispute resolution as needed. Interagency agreements necessary to support the implementation of the Local Plan, and as required by legal mandates, will be developed and maintained. Copies of these documents can be requested through the WOCCE office.

Role of the Individual LEAs:

Through their Superintendent's participation in the Superintendents' Council and/or at the direction of the WOCCE, LEAs will approve and implement interagency agreements as appropriate.

9. Coordination of services to medical facilities:

Reference Number: #9

Document Title: Local Plan Section B: Administration of Regionalized Operations and Services

Document Location: Local Plan Section B: Administration of Regionalized Operations and Services.
(<https://wocce.hbusd.edu/>)

Direct Instructional support provided by the program specialist:
The WOCCE program specialist(s) work to support LEAs in ensuring students have a full educational opportunity when residing in medical facilities. LEA program specialists work collaboratively with the WOCCE and other member LEAs to ensure a full educational opportunity for students residing in medical facilities.

Role of the AU: Not applicable.

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Description:

Role of the Administrator of the SELPA:
The WOCCE will facilitate the coordination of Special Education and Related Services by the designated LEAs.

Role of the Individual LEAs:
Individuals with exceptional needs who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes are the educational responsibility of the local educational agency in which the hospital or facility is located.

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

Reference Number:

#10

Document Title:

Local Plan Section B: Administration of Regionalized Operations and Services

Document Location:

Local Plan Section B: Administration of Regionalized Operations and Services.
(<https://wocce.hbuhsd.edu/>)

Description:

Direct Instructional support provided by the program specialist:
The WOCCE program specialist(s) and LEA program specialists work collaboratively to ensure students have a full educational opportunity regardless of the district of special education accountability.

Role of the AU: Not applicable.

Role of the Administrator of the SELPA:
The WOCCE will facilitate the coordination of these services by the designated LEAs.

Role of the individual LEAs:
Special education services for students with disabilities residing in foster family homes or licensed children's institutions shall be the responsibility of the district in which the foster family home or the licensed children's institution is located, unless based on education code there is another district of special education accountability which would be responsible.

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

Reference Number:	#11
Document Title:	Local Plan Section B: Administration of Regionalized Operations and Services
Document Location:	Local Plan Section B: Administration of Regionalized Operations and Services. (https://woccse.hbuhsd.edu/)
Description:	<p>Direct Instructional support provided by the program specialists: The WOCCESE program specialist(s) work under the direction of the WOCCESE Executive Director to support the transmission of required SELPA reports. LEA program specialists work collaboratively within the SELPA to support the completion of required reports.</p><p>Role of the AU: The AU is responsible, in conjunction with and under the direction of the Superintendents' Council and the WOCCESE, for the completion of required accountability and fiscal reports on behalf of the SELPA.</p><p>Role of the Administrator of the SELPA: The WOCCESE Executive Director, and/or designee, will ensure timely transmission of required reports and provide technical assistance to LEAs in completing those reports.</p><p>Role of the individual LEAs: Individual LEAs will submit required data and work collaboratively with the WOCCESE and AU in order to submit timely reports.</p>

12. Fiscal and logistical support of the CAC:

Reference Number:	#12
Document Title:	Local Plan Section B: Administration of Regionalized Operations and Services
Document Location:	Local Plan Section B: Administration of Regionalized Operations and Services. (https://woccse.hbuhsd.edu/)

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Description:

Direct Instructional support provided by the program specialists:
The WOCCSE program specialist(s) work under the direction of the WOCCSE Executive Director to provide support to the CAC. LEA program specialists work collaboratively within the SELPA to support CAC activities, including but not limited to: parent training, disability awareness, special events, community outreaches, and presentations at CAC meetings.

Role of the AU:
The WOCCSE and AU maintain accountability for fiscal and accounting records, including the CAC allotted budget, in accordance with federal and state requirements.

Role of the Administrator of the SELPA:
The WOCCSE Executive Director, and/or designee, will:
1. Provide fiscal and logistical support to CAC meetings, events, and trainings as appropriate.
2. Will monitor the status of the CAC Budget and make annual recommendations to the Superintendents' Council as appropriate.
3. Will support identified parent training topics through securing presenters in collaboration with the CAC.

Role of the individual LEAs:
The LEAs, through their Superintendent's participation on the Superintendents' Council, will ensure the SELPA has sufficient resources to provide fiscal and logistical support for the CAC. LEA Directors of Special Education may support CAC events and trainings as requested and appropriate.

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

Reference Number: #13

Document Title: Local Plan Section B: Administration of Regionalized Operations and Services

Document Location: Local Plan Section B: Administration of Regionalized Operations and Services.
(<https://woccse.hbusd.edu/>)

Direct Instructional support provided by the program specialists:

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Description:

The WOCCSE and LEA program specialists work collaboratively within the SELPA to ensure a coordinated system of transportation services. The WOCCSE program specialists may provide staff development in the area of transportation as requested by member LEAs.

Role of the AU:
At the direction of the Superintendents' Council, the AU will publish a Request for Bids (RFB) and secure transportation contracts as directed.

Role of the Administrator of the SELPA:
The WOCCSE Executive Director, or designee, may provide technical assistance as requested by member LEAs.

Role of the individual LEAs:
Each member LEA is responsible for providing transportation for their students with disabilities as determined by their IEP teams.

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

Reference Number:

#14

Document Title:

Local Plan Section B: Administration of Regionalized Operations and Services

Document Location:

Local Plan Section B: Administration of Regionalized Operations and Services.
(<https://woccse.hbuhsd.edu/>)

Description:

Direct Instructional support provided by the program specialist:
The WOCCSE and LEA program specialists support staff development, program development, and evidenced-based practices related to career and vocational/transition services.

Role of the AU: Not applicable.

Role of the Administrator of the SELPA:
The WOCCSE Executive Director, and/or designee, will provide technical assistance and staff development as needed. The WOCCSE Executive Director, and/or designee, will ensure appropriate interagency agreements are in place and facilitate connection to agencies, as appropriate, including technical assistance with state and federal grants that support career and vocational education and transition services

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(e.g., Workability grants).

Role of the individual LEAs:
Each LEA will provide appropriate career and vocational education and transition services as required under state and federal law, including providing required elements of state and federal grants as appropriate. LEAs will also coordinate with local agencies (e.g., Regional Center and Department of Rehabilitation) as appropriate.

15. Assurance of full educational opportunity:

Reference Number: #15

Document Title: Local Plan Section B: Administration of Regionalized Operations and Services

Document Location: Local Plan Section B: Administration of Regionalized Operations and Services.
(<https://woccse.hbuhsd.edu/>)

Description:

Direct Instructional support provided by the program specialists:
The WOCCE and member LEA program specialist(s) work to support full educational opportunity, ensuring that a full continuum of placement and service options are available for all students residing within the SELPA boundaries.

Role of the AU: Not applicable.

Role of the Administrator of the SELPA:
Through approval of the Annual Services Plan, the WOCCE Executive Director, or designee, will ensure that the full continuum of services is provided, including the coordination of the SELPA's regionalized Shared Programs. The WOCCE will assist with Inter-SELPA Transfers, as needed. Additionally, professional development and technical assistance is available upon request or as determined to be needed by the WOCCE to LEAs and/or nonpublic schools.

Role of the individual LEAs:
Each LEA, through the Superintendent's participation on the Superintendents' Council, will determine the regional shared programs needed to meet the needs of the students with disabilities within the SELPA. Additionally, each LEA is responsible for providing a full

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continuum of services. LEAs operating regionalized Shared Programs are supporting the SELPA's full continuum of placement and service options.

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.

Reference Number:

#16

Document Title:

Local Plan Section B: Administration of Regionalized Operations and Services

Document Location:

Local Plan Section B: Administration of Regionalized Operations and Services.
(<https://woccse.hbuhsd.edu/>)

Description:

Direct Instructional support provided by the program specialist:
Not applicable.

Role of the AU:
The WOCCE will work collaboratively with the AU and the member LEAs on the reporting and accounting of special education funding and distribution of funds to LEAs based on the SELPA allocation plan.

Role of the Administrator of the SELPA:
The WOCCE Executive Director, or designee, will facilitate the distribution of funds in accordance with the funding allocation plan approved by the Superintendents' Council. The WOCCE Executive Director, or designee, will also facilitate the Annual Budget Plan.

Role of the individual LEAs:
Each LEA, through the Superintendent's participation on the Superintendents' Council, will determine and approve the allocation of funds to the member LEAs and the Annual Budget Plan. The LEAs will also submit required fiscal reports as required by state and federal laws.

17. Direct instructional program support that maybe provided by program specialists in accordance

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with EC Section 56368:

Reference Number:	#17
Document Title:	Local Plan Section B: Administration of Regionalized Operations and Services
Document Location:	Local Plan Section B: Administration of Regionalized Operations and Services. (https://woccse.hbuhsd.edu/)
Description:	<p>Direct Instructional support provided by the program specialist: Under the direction of the WOCCE Executive Director, and/or designee, direct instructional program support that may be provided by the WOCCE program specialist(s) shall include, but is not limited to:</p> <ol style="list-style-type: none">1. Conduct observations and consult and/or assist with special and general education staff, administrators, and parents regarding appropriate placement and services for students.2. Participate in program development, including the development and support of Shared Programs.3. Coordinate curricular resources and take leadership in ensuring the use of appropriate instructional methods, strategies, interventions and resources.4. Facilitate the development and implementation of staff development and parent education activities. <p>Role of the AU: Not applicable.</p> <p>Role of the Administrator of the SELPA: The WOCCE Executive Director, or designee, supervises and evaluates WOCCE program specialist(s) and provides training and guidance to the program specialist(s) as needed.</p> <p>Role of the individual LEAs: LEAs, including LEA program specialists, are responsible to provide direct instructional support to programs in order to ensure students have access to a full continuum of Special Education and Related Services.</p>

Special Education Local Plan Area Services

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

Reference Number:	#1
Document Title:	Local Plan Section B: Special Education Local Plan Area Services.
Document Location:	Local Plan Section B: Special Education Local Plan Area Services. (https://woccse.hbuhsd.edu/)
Description:	It is the intention of the WOCCE and the member LEAs to provide a full continuum of services to students with disabilities, including students in charter schools, throughout the geographic region of the SELPA. Access to services is through each of the LEAs. The referral, assessment and Individual Education Program (IEP) process is utilized to identify the needs of each individual student with disabilities. The LEAs have committed to policies and procedures that assure students will have appropriate services provided in the least restrictive environment. This includes individuals ages birth to 22.

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:

Reference Number:	#2
Document Title:	Local Plan Section B: Special Education Local Plan Area Services.
Document Location:	Local Plan Section B: Special Education Local Plan Area Services. (https://woccse.hbuhsd.edu/)
Description:	In accordance with State open meeting laws (the Brown Act), the Governing Body, which is the Superintendents' Council, shall hold its meetings in public and shall conduct closed sessions during such meetings only as authorized by law. To encourage public involvement, the Superintendents' Council meetings shall provide opportunities for comments by members of the public and shall be conducted in accordance with law. Members of the public, including parents or guardians of students with disabilities who are receiving services under the Local Plan, may address the Superintendents' Council regarding topics pertaining to special education and the administration of WOCCE, at regularly scheduled meetings according to Brown Act requirements.

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Members of the public, including parents or guardians of students with disabilities who are receiving services under the Local Plan, may also address questions or concerns to the WOCCE Executive Director by contacting him/her via phone or email.

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:

Reference Number:

#3

Document Title:

Local Plan Section B: Special Education Local Plan Area Services.

Document Location:

Local Plan Section B: Special Education Local Plan Area Services.
(<https://wocce.hbuhsd.edu/>)

Description:

In the event of a disagreement among LEAs, the Administrative Unit (AU), and/or the WOCCE, regarding the distribution of funding, responsibility for service provision or any other governance activities specified in the Local Plan, it is the intent of the Superintendents' Council which serves as the Governing Body, that issues be resolved at the lowest level possible. The WOCCE Superintendents' Council is to be the last resort.

If a LEA disagrees with a decision or practice of another LEA or WOCCE, that local education agency has a responsibility to discuss and attempt resolution of the disagreement with the party, or parties, directly involved. The parties involved will present the issues to their respective superintendents, or designees, who will attempt to resolve the matter. Either party may request the assistance of the WOCCE Executive Director, or his/her designee, or the Chair of the Superintendents' Council. If this process fails, the parties may request that the issue be placed on the Superintendents' Council for potential resolution.

If either party disagrees with the recommendation of the Superintendents' Council, and the dispute relates to the distribution of funding, the responsibility for service provision or other governance activities specified within the Local Plan, the parties agree to submit the dispute to mediation. The parties will make a good faith effort to mutually agree to a mediator with expertise related to the dispute. If the

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parties cannot agree on a mediator, the parties will submit the dispute to mediation administered by the American Arbitration Association under its Commercial Mediation rules.

Any dispute unresolved in mediation, aside from a dispute that relates to the distribution of funding, the responsibility for service provision or other governance activities specified within the Local Plan, shall be settled by arbitration administered by the American Arbitration Association in accordance with its Commercial Arbitration Rules, and judgment on the award rendered by the arbitrator may be entered in any court having jurisdiction thereof. If the parties agree, a mediator involved in the parties' mediation may be asked to serve as the arbitrator.

Each party shall bear its own costs and expenses; and in addition to, an equal share of the mediator' s and/or arbitrator's administrative fees of arbitration.

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:

Reference Number: #4

Document Title: Local Plan Section B: Special Education Local Plan Area Services.

Document Location: Local Plan Section B: Special Education Local Plan Area Services.
(<https://woccse.hbuhsd.edu/>)

Each LEA shall ensure that a student is referred for special education instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. Such resources may include, but not be limited to, response to intervention models, multi-tiered system of support models, student success teams (or other teams with similar purposes), early literacy programs, and remedial programs.

The SST/SIT process is a function of the general education, which facilitates implementation of accommodations/modifications of the general education program before referring students for a special education assessment. The SST/SIT may recommend additional teaching and/or behavioral intervention strategies, utilize other categorical programs on site, provide appropriate services, follow district procedures for Section 504 of the Rehabilitation Act of 1973 and/or

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Description:

make other recommendations. The SST/SIT must consider if the student's needs can be met with accommodation(s)/modification(s) to the general education instructional program. A student may be referred for special education instruction and services only after the resources of the general education program have been considered and utilized as appropriate.

Following a referral, a proposed assessment plan is shared with parents and assessments are conducted only after the parent has signed the assessment plan.

Students in need of accommodations in the general education classroom under Section 504 of the Rehabilitation Act of 1973 may be considered initially by the school district's SST/SIT and followed by the district's Section 504 coordinator or case manager. Students needing additional assessment may be referred for an appropriate multi-disciplinary assessment.

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:

Reference Number: #5

Document Title: Local Plan Section B: Special Education Local Plan Area Services.

Document Location: Local Plan Section B: Special Education Local Plan Area Services.
(<https://woccse.hbuhsd.edu/>)

Nonpublic, nonsectarian school (NPS) means a private, nonsectarian school that enrolls individuals with exceptional needs pursuant to an IEP and is certified by the CDE. The LEA may contract with a NPS when no appropriate public education program is available, as determined by the IEP team.

The LEA, or WOCCE on behalf of the LEA, shall oversee and evaluate all placements in nonpublic, nonsectarian schools. The LEA, or WOCCE on behalf of the LEA, shall do the following:

- Annually verify the NPS has conducted training pursuant to EC 56366.1 (a)(4)
- Conduct one onsite visit to the NPS prior to placement of a student if the LEA does not have any students enrolled at the school at the

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Description:

time of placement

- Conduct one onsite monitoring visit each school year that the LEA has a student attending and which it maintains a master contract.

The monitoring visit shall include:

- A review of services provided to the student through the individual service agreement between the LEA and NPS
- A review of progress the student is making toward the goals in the IEP
- A review of progress the student is making toward the goals set forth in the student's behavior intervention plan, should one be included in the IEP
- Observation of the student during instruction
- Conduct a walkthrough of the facility
- The onsite monitoring visit shall be documented in a report to be submitted to the CDE within 60 calendar days of the visit

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

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

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

Reference Number:

#6

Document Title:

Local Plan Section B: Special Education Local Plan Area Services.

Document Location:

Local Plan Section B: Special Education Local Plan Area Services.
(<https://woccse.hbuhsd.edu/>)

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Description:

It shall be the policy of the WOCCSE and the Huntington Beach Union High School District (HBUHSD) to ensure the process by which the district will fulfill the obligations to provide free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances described in EC 56026(c)(4)) who has been incarcerated in a county jail and remains eligible for special education services.

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

It is understood that when HBUHSD is the district of residence (DOR), it will be their responsibility to provide special education services and related services to an adult student in county jail who remains eligible for these services and who 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)

Special Education Local Plan Area (SELPA) Local Plan

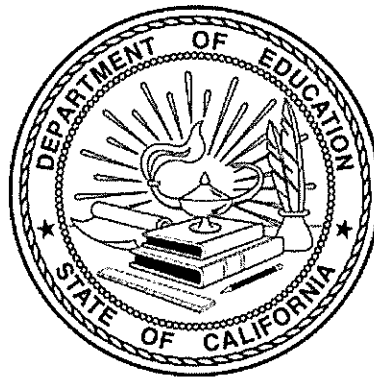
SELPA

Fiscal Year

LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

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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: Pursuant to California *Education Code (EC)* Section 56048, 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.

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 Revenue by Source

D1. Using the fields below, identify the special education revenues by funding source. The total 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	29,661,003	28.49%
AB 602 Property Taxes	0	0.00%
Federal IDEA Part B	8,732,857	8.39%
Federal IDEA Part C	85,873	0.08%
State Infant/Toddler	349,617	0.34%
State Mental Health	2,823,521	2.71%
Federal Mental Health	642,046	0.62%
Other Revenue*	61,803,652	59.37%
Total Revenue	104,098,569	100.00%

D2. Using the form template provided in **Attachment II**, complete a distribution of revenues to all LEAs participating in the SELPA by funding source.

D3. *Include a description of the revenue identified the "Other Revenue" category

Other Federal Revenue - Medi-Cal Billing Option, SE Workability II, Transitions Partnership Program
 Other State Revenue - SE Project Workability I
 Other Local Revenue - SE Transportation, Excess Cost Tuition, Contributions from Unrestricted Resources.

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Table 2: Total Budget by Object Codes

D4. 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	43,475,383	41.76%
Object Code 2000—Classified Salaries	20,933,142	20.11%
Object Code 3000—Employee Benefits	25,202,651	24.21%
Object Code 4000—Supplies	932,557	0.90%
Object Code 5000—Services and Operations	9,910,659	9.52%
Object Code 6000—Capital Outlay	45,000	0.04%
Object Code 7000—Other Outgo and Financing*	3,599,177	3.46%
Total Expenditures	104,098,569	100.00%

D5. Using the templates provided in **Attachment III**, complete a distribution of projected expenditures by LEAs participating in the SELPA by object code.

D6. *Include a description of the expenditures identified under object code 7000:

Payments to Other School Districts and County Office for student placements.
Indirect costs for applicable federal and state grant programs.

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Table 3: Federal, State, and Local Revenue Summary

D7. Using the fields below, identify funding by revenue jurisdiction and percent of total budget.

Revenue Source	Amount	Percentage of Total Funding
State Special Education Revenue	33,158,110	31.85%
Federal Revenue	10,010,776	9.62%
Local Contribution	60,929,683	58.53%
Total Revenue From All Sources	104,098,569	100.00%

D8. Using the form template provided in **Attachment IV**, provide a complete distribution of revenues to all LEAs participating in the SELPA by federal and state funding source.

Special Education Local Plan Area Funding Distribution

D9. Describe the basic premise of the SELPA Allocation Plan.

Special Education income is distributed to each district pursuant to the SELPA Funded ADA for each district at the current Base Funding Rate.

D10. Describe how the SELPA distributes IDEA revenues to the LEAs, including the models used to provide services to member LEAs:

IDEA revenues are distributed to LEAs based on Unduplicated pupil counts (UDC) associated with each IDEA grant (i.e., age level grants).

IDEA Basic Local Assistance revenues are distributed to LEAs in two parts. First, Local Preschool funding is distributed to LEAs based on Unduplicated pupil counts (UDC) for pupils ages 3-4-5. The remaining funds are distributed to each LEA pursuant to the SELPA Funded ADA for each district.

Mental Health revenues are first used to fund shared program costs for the Compass Center, a SELPA-wide ERMHS Program that provides direct psychological/counseling services to students and families; and additionally, all ERMHS related expenditures for students at each LEA who receive services including Residential Treatment Center (RTCs) Mental Health and related costs, including case management. Any remaining funds are distributed to each LEA pursuant to the funding P-2 ADA to be used for support of local mental health services to all student populations.

IDEA Early Intervention and ADR Expansion Grants are maintained at the SELPA level and used to provide IFSP case management, respite costs, and staff development activities to all member districts.

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Table 4: Special Education Local Plan Area Operating Expenditures

D11. Using the fields below, identify the total projected SELPA operating expenditures by SELPA accounting codes, the amount, and the percent of total expenses. NOTE: For 2021-22 fiscal year, this table optional for single LEA SELPAs.

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	830,870	34.63%
Object Code 2000—Classified Salaries	552,816	23.04%
Object Code 3000—Employee Benefits	635,678	26.49%
Object Code 4000—Supplies	24,806	1.03%
Object Code 5000—Services and Operations	355,125	14.80%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing*	0	0.00%
Total Operating Expenditures	2,399,295	100.00%

D12. *Include a description of the expenditures identified under object code 7000:

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2021–22

Table 5: Projected Expenditures for Supplemental Aids and Services in the Regular Classroom and for Students with Low Incidence Disabilities

The standardized account code structure (SACS), goal 5750 is defined as "Special Education, Ages 5–22 Severely Disabled." Students with a low-incidence 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.

D13. Does the SELPA, including all LEAs participating in the SELPA, use locally defined goals to separate low-incidence disabilities from other severe disabilities?

Yes No

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

Expenditures for low-incidence disabilities are identified using SACS function 1190 "Special Education, Other Specialized Instruction" with locally defined cost center accounts assigned specifically to identify expenditures for low-incidence materials and equipment purchases, visually-impaired (VI) itinerant staff and related costs, and deaf-hard of hearing (DHH) staff and related costs.

D14. Enter the total projected expenditures for supplemental aids and services (SAS) for students with disabilities who are placed in the regular education classroom and for those who are identified with low incidence (LI) disabilities.

Total Projected Expenditures for SAS in the Regular Classroom Provided to Students with Disabilities

2,719,232

Total Projected Expenditures for Students with LI Disabilities

1,785,403

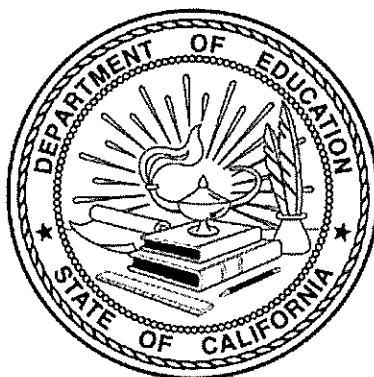
D15. Using the form template provided in **Attachment V**, provide a complete distribution of projected federal and state expenditures by LEAs participating in the SELPA.

Special Education Local Plan Area (SELPA) Local Plan

SELPA **WEST ORANGE COUNTY CONSORTIUM FC**

Fiscal Year **2021-22**

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



California Department of Education
Special Education Division
2021-22 Local Plan Annual Submission

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

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

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

Section E: Annual Service Plan

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- 210–Family Training, Counseling, Home Visits (Ages 0-2 only) *Service is Not Currently Provided*

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

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

- 220–Medical (Ages 0-2 only) *Service is Not Currently Provided*

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

Not used

- 230–Nutrition (Ages 0-2 only) *Service is Not Currently Provided*

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

Not used

- 240–Service Coordination (Ages 0-2 only) *Service is Not Currently Provided*

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

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

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

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

Special instruction (ages 0–2 only): Special instruction includes: the design of learning environments and activities that promote the child’s acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child’s individualized family service plan (IFSP); providing families with information, skills, and support related to enhancing the skill

Section E: Annual Service Plan

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development of the child; and working with the child to enhance the child's development.

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

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

Not used

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.

Through the IFSP process, short-term care given in-home or out-of-home, which temporarily relieves families of the ongoing responsibility for specialized care for child with a disability.

340–Intensive Individual Instruction

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

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

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 (30 EC 56441.2, 5 CCR 305.1)

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

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

Services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, or expression of

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spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic, or cultural factors are not included. Services include: specialized instruction and services, monitoring, reviewing, and consultation. Services may be direct or indirect including the use of a speech consultant.

425–Adapted Physical Education

Service is Not Currently Provided

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

Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports and rhythms, for strength development and fitness, suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program. (CCR Title 5 §3051.5).

435–Health and Nursing: Specialized Physical Health Care

Service is Not Currently Provided

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

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

436–Health and Nursing: Other

Service is Not Currently Provided

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

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

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445–Assistive Technology

Service is Not Currently Provided

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

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

450–Occupational Therapy

Service is Not Currently Provided

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

Includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities.
Both direct and indirect services may be provided within the classroom, other educational settings or the home; in a group or on an individual basis; and may include therapeutic techniques to develop abilities; adaptations to the student's environment or curriculum; and consultation and collaboration with other staff and parents. Services are provided, pursuant to an Individualized Education Program (IEP), by a qualified occupational therapist registered with the American Occupational Therapy Certification Board. (CCR Title 5 §. 3051.6, EC Part 30 §56363).

460–Physical Therapy

Service is Not Currently Provided

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

These services are provided, pursuant to an Individualized Education Program (IEP), by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home; and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative

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interventions with staff and parents. (B&PC Ch. 5.7, CCR Title 5 §3051.6, EC Part 30 §56363, GC-Interagency Agreements Ch. 26.5 §7575(a)(2)).

510–Individual Counseling

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

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

515–Counseling and Guidance

Service is Not Currently Provided

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

Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. IEP-required group counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.24(b)(2)); CCR Title 5 §3051.9) Guidance services include interpersonal, intrapersonal or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program. (34 CFR 300.306; CCR Title 5 §3051.9).

520–Parent Counseling

Service is Not Currently Provided

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

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

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§300.31(b)(7); CCR Title 5 §3051.11).

525–Social Worker

Service is Not Currently Provided

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

Services provided pursuant to an Individualized Education Program (IEP) by a qualified individual, includes, but are not limited to, preparing a social or developmental history of a child with a disability; group and individual counseling with the child and family; working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program. (34 CFR §300.24(b)(13); CCR Title 5 §3051.13).

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 Individualized Education Program (IEP), include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. (CFR Part 300 §300.24). IEP-required psychological services are expected to supplement the regular guidance and counseling program. (34 CFR §300.24; CCR Title 5 §3051.10).

535–Behavior Intervention

Service is Not Currently Provided

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

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

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540–Day Treatment

545–Residential Treatment

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

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

610–Specialized Service for Low Incidence Disabilities

Service is Not Currently Provided

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

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

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. (CCR Title 5 §3051.16 and 3051.18).

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.

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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. (CCR Title 5 §3051.16).

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. Consultation services with teachers, parents or speech pathologists must be identified in the Individualized Education Program (IEP) as to reason, frequency and duration of contact; infrequent contact is considered assistance and would not be included. (CCR Title 5 §3051.2).

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, and aural media; instruction in areas of need; concept development and academic skills; communication skills (including alternative modes of reading and writing); social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students (such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff, and others) and collaboration with the student's classroom teacher. (CCR Title 5 §3030(d), EC 56364.1).

730–Orientation and Mobility

Service is Not Currently Provided

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

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

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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*

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

Not used

745–Reading *Service is Not Currently Provided*

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

Not used

750–Note Taking *Service is Not Currently Provided*

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

Not used

755–Transcription *Service is Not Currently Provided*

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

Not used

760–Recreation Service, Including Therapeutic Recreation *Service is Not Currently Provided*

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

Not used

820–College Awareness

Service is Not Currently Provided

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

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

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

Service is Not Currently Provided

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

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

840–Career Awareness

Service is Not Currently Provided

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

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

850–Work Experience Education

Service is Not Currently Provided

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

Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a

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baccalaureate or advanced degree. (34 CFR 300.26).

855–Job Coaching

Service is Not Currently Provided

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

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 who 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

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

Not used

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 under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as Title I of the Rehabilitation Act of 1973 (vocational rehabilitation), Title XIX of the Social Security Act (Medicaid), and Title XVI of the Social Security Act (supplemental security income). (34 CFR §613).

870–Travel and Mobility Training

Service is Not Currently Provided

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

Not used

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890–Other Transition Services

Service is Not Currently Provided

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

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

900–Other Related Service

Pursuant to Title 5 of the *California Code of Regulations (5 CCR) 3051.24*, "other related services" not identified in sections 5 CCR sections 3051.1 through 3051.23 must be provided only by staff who possess a license to perform the service issued by an entity within the Department of Consumer Affairs or another state licensing office; or by staff who hold an credential issued by the California Commission on Teacher Credentialing authorizing the service. If code 900 is used, include the information below. Users may select the "+" and "-" buttons to add or delete responses.



Description of the "Other Related Service"

ABA Extended and Supervision
Colab Physical Science (HBUHSD)
Social Think Pull-Out (St. Bonaventure student)
D/HH Infant (unknown service)
Aide Support - health/mobility/feeding
Social Thinking Group
Consult/Goal Monitor - Gen Ed. Pre-K
Social Thinking Lunch
Weekly ABA Social Skills Group
Social Skills Training
1:1 Instructional Aide - Math and Science
Monitor Status (track progress) HBUHSD
Supervision within Gen Ed. Preschool by Special Ed. Teacher
Social Skills Pull-Out Service
Targeted Instructional Support - Math
Adult Support - mobility/transitions

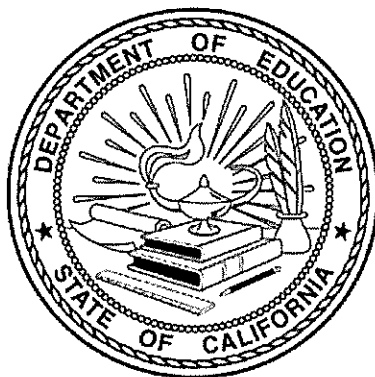
Qualifications of the Provider Delivering "Other Related Service"

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Attachments
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

2021–22 Local Plan Submission

Attachment I

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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 2020–21 or 2021–22 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.

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Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	30	66498			Fountain Valley Elementary School District	Kate	Christmas	714-843-3281	christmask@fvsd.us	Previously Reported
	2	30	66530			Huntington Beach City Elementary School District	Megan	Kempner	714-964-8888	mkempner@hbcasd.us	Previously Reported
	3	30	66548			Huntington Beach Union High School District	Doug	Siembieda	714-903-7000	dsiembieda@hbuh.sd.edu	Previously Reported
	4	30	66613			Ocean View Elementary School District	Reagan	Headrick	714-847-2551	rheadrick@ovsd.org	Previously Reported
	5	30	66746			Westminster Elementary School District	Darek	Jaronczyk	714-894-7311	djaronczyk@wsdk8.us	Previously Reported

Attachment II

SELPA: West Orange County

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

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

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

Attachment II

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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	Fountain Valley Elementary School District	3,861,352	0	0	1,177,716	0	335,900	0	7,149,422	12,524,390
2	Huntington Beach City Elementary School District	4,001,562	0	0	1,277,272	0	189,742	0	5,809,630	11,278,206
3	Huntington Beach Union High School District	11,429,869	0	85,873	2,776,532	0	1,750,074	642,046	21,309,616	37,994,010
4	Ocean View Elementary School District	4,821,536	0	0	1,659,760	0	262,485	0	12,846,808	19,590,589
5	Westminster Elementary School District	5,546,684	0	0	1,841,577	349,617	285,320	0	14,688,176	22,711,374
Totals:		29,661,003	0	85,873	8,732,857	349,617	2,823,521	642,046	61,803,652	104,098,569

Attachment III

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
1	Fountain Valley Elementary School District	5,573,616	2,853,724	3,333,114	63,861	700,075	0	0	12,524,390
2	Huntington Beach City Elementary School District	4,751,018	2,747,399	2,412,174	67,686	623,842	0	676,087	11,278,206
3	Huntington Beach Union High School District	15,114,804	5,849,041	9,592,116	267,622	5,821,621	45,000	1,303,806	37,994,010
4	Ocean View Elementary School District	8,125,560	4,338,165	4,473,356	359,548	1,913,894	0	380,066	19,590,589
5	Westminster Elementary School District	9,910,385	5,144,813	5,391,891	173,840	851,227	0	1,239,218	22,711,374
Totals:		43,475,383	20,933,142	25,202,651	932,557	9,910,659	45,000	3,599,177	104,098,569

Attachment IV

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
1	Fountain Valley Elementary School District	1,177,716	11.76%	4,197,252	12.66%	7,149,422	5,374,968
2	Huntington Beach City Elementary School District	1,277,272	12.76%	4,191,304	12.64%	5,809,630	5,468,576
3	Huntington Beach Union High School District	4,054,451	40.50%	13,503,912	40.73%	20,435,647	17,558,363
4	Ocean View Elementary School District	1,659,760	16.58%	5,084,021	15.33%	12,846,808	6,743,781
5	Westminster Elementary School District	1,841,577	18.40%	6,181,621	18.64%	14,688,176	8,023,198
Totals:		10,010,776	100.00%	33,158,110	100.00%	60,929,683	43,168,886

Attachment V

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
1	Fountain Valley Elementary School District	0	168,570
2	Huntington Beach City Elementary School District	660,625	229,946
3	Huntington Beach Union High School District	1,637,096	604,814
4	Ocean View Elementary School District	0	407,209
5	Westminster Elementary School District	421,511	374,864
Totals:		2,719,232	1,785,403

Attachment VI

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Attachment VI

must be

completed

by the end of the fiscal year

2021-22

Attachment VII

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Fiscal Year: 2021-22

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
Not Applicable									