

**SANTA ANA UNIFIED SCHOOL DISTRICT
SPECIAL EDUCATION DEPARTMENT/SELPA**

**LOCAL PLAN FOR SPECIAL EDUCATION
2024-25**



**Santa Ana Unified School District
1601 E. Chestnut Ave.
Santa Ana, CA 92701
(714) 558-5557**

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LOCAL PLAN

Section A: Contacts and Certifications

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

Section A: Contacts and Certifications

SELPA Santa Ana Unified School District

Fiscal Year 2024-25

Contact Information and Certification Requirements

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

- ☐ **NEW SELPA** (for proposed multiple Local Educational Agency (LEA) SELPA, or COE joined SELPA only)
- ☒ **Local Plan Section B: Governance and Administration**
- Local Plan Section B
 - Certifications 1, 3, 4 and 5 are required
 - Attachment I is required. Note: Additional attachments may be required if the amendment affects the services or funding associated with the Local Plan
- ☒ **Local Plan Section D: Annual Budget Plan**
- ☐ Select if this Local Plan Section D submission was revised after June 30th due date
- Local Plan Section D
 - Certifications 2, 3, 4 and 5 are required
 - Attachments I-V are required
 - If the submission is an amendment of special education revenues and/or expenditures previously reported to the CDE due to changes in services and programs provided by LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section E: Annual Service Plan, along with Attachment VI and VII.
- ☒ **Local Plan Section E: Annual Service Plan**
- ☐ Select if this Local Plan Section E submission was revised after June 30th due date
- Local Plan Section E
 - Certifications 2, 3, 4 and 5 are required
 - Attachments I and VI are required
 - If the submission is an amendment of programs and services previously reported to the CDE that affect the allocation of special education funds to LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section D: Annual Budget Plan, along with Attachments II-V and VII.
- ☐ **Local Educational Agency Membership Changes**

Section A: Contacts and Certifications

SELPA

Fiscal Year

A2. SELPA Identification

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

SELPA

A3. SELPA Administrator Contact Information

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

SELPA Name	<input type="text" value="Santa Ana Unified School District"/>		
Street Address	<input type="text" value="1601 E. Chestnut Ave."/>	Zip Code	<input type="text" value="92701"/>
City	<input type="text" value="Santa Ana"/>	County	<input type="text" value="Orange"/>
Mailing Address	<input type="text" value="1601 E. Chestnut Ave."/>		
City	<input type="text" value="Santa Ana"/>	Zip Code	<input type="text" value="92701"/>
Administrator First Name	<input type="text" value="Gloria O."/>	Administrator Last Name	<input type="text" value="Olamendi"/>
Administrator Title	<input type="text" value="Assistant Superintendent"/>		
Administrator's Email	<input type="text" value="gloria.olamendi@sausd.us"/>		
Telephone	<input type="text" value="(714) 558-5832"/>	Extension	<input type="text"/>

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

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

Administrative Entity Name	<input type="text" value="Santa Ana Unified School District"/>		
Street Address	<input type="text" value="1601 E. Chestnut Ave."/>	Zip Code	<input type="text" value="92701"/>

Section A: Contacts and Certifications

SELPA Fiscal Year

City	<input type="text" value="Santa Ana"/>	County	<input type="text" value="Orange"/>
Contact First Name	<input type="text" value="Jerry"/>	Last Name	<input type="text" value="Almendarez"/>
Contact Title	<input type="text" value="Superintendent"/>		
Email	<input type="text" value="jerry.almendarez@sausd.us"/>		
Telephone	<input type="text" value="(714) 558-5551"/>	Extension	<input type="text"/>

Special Education Local Plan Area Review Requirements

Community Advisory Committee

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

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

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

The Local Plan was submitted to the CAC on:

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

County Office of Education

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

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

☒ COE responsible for approving the Local Plan

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

Add COE

Delete COE

Public Hearing Requirements

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

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

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

Most Recent School Site Posting Date

SELPA Public Hearing Date

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

Most Recent School Site Posting Date

SELPA Public Hearing Date

Submitting the Local Plan to the California Department of Education

STEP 1: Contacts and Certifications

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

STEP 2: SELPA Governance Structure

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

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

STEP 3: Prior Submissions

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

Section B: Governance and Administration

Section D: Annual Budget Plan

Section E: Annual Service Plan

STEP 4: Local Plan Collaboration

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

Add	Agency	First and Last Name	Title	Section
<input type="checkbox"/>	Santa Ana Unified School District	Dr. Gloria O. Olamendi	Administrator-Spec. Ed.	All
<input type="checkbox"/>	Santa Ana Unified School District	Kathleen Ngo	Other	Section D
<input type="checkbox"/>	Santa Ana Unified School District	Blanca Gutierrez	Other	All
<input type="checkbox"/>	Santa Ana Unified School District	Margarita Gonzalez	CAC	All
<input type="checkbox"/>	Santa Ana Unified School District	Elizabeth de la Torre	CAC	All

Section A: Contacts and Certifications

SELPA Santa Ana Unified School District

Fiscal Year 2024-25

Add	Agency	First and Last Name	Title	Section
-	Santa Ana Unified School District	Lisa Solomon	Administrator-Gen. Ed.	All
-	Santa Ana Unified School District	Hector Cenicerros	Administrator-Spec. Ed.	All
-	Santa Ana Unified School District	Rae Rice	Administrator-Spec. Ed.	All
-	Santa Ana Unified School District	Yesenia Benitez	Parent	All
-	Santa Ana Unified School District	Cecilia Bautista	Parent	All
-	Santa Ana Unified School District	Julissa Martinez	Teacher-Gen. Ed.	All
-	Santa Ana Unified School District	Abigail Black	Teacher-Spec. Ed.	All
-	Santa Ana Unified School District	Leilani DiCato	Teacher-Gen. Ed.	All
-	Santa Ana Unified School District	David Villalobos	Teacher-Spec. Ed.	All
-	Santa Ana Unified School District	Walter Nixon	Teacher-Spec. Ed.	All
-	Santa Ana Unified School District	Katie Chin Barry	Administrator-Spec. Ed.	All
-	Santa Ana Unified School District	Giselle Eaton	Administrator-Spec. Ed.	All
-	Santa Ana Unified School District	Parrish Erickson	Administrator-Spec. Ed.	All
-	Santa Ana Unified School District	Louisa Silang	Administrator-Spec. Ed.	All
-	Santa Ana Unified School District	Jocel Lazarito	Administrator-Spec. Ed.	All
-	Santa Ana Unified School District	Caitlyn Gregory	Administrator-Spec. Ed.	All
-	Santa Ana Unified School District	Jolene Bowman	Administrator-Spec. Ed.	All
-	Santa Ana Unified School District	Brandon Peterson	Administrator-Spec. Ed.	All
-	Santa Ana Unified School District	Catalina LaCrue	Administrator-Spec. Ed.	All
-	Santa Ana Unified School District	Dolores Alvarado	Administrator-Spec. Ed.	All

Section A: Contacts and Certifications

SELPA Fiscal Year

Add	Agency	First and Last Name	Title	Section
<input checked="" type="checkbox"/>	Santa Ana Unified School District	Bianca Barquin	Administrator-Gen. Ed.	All
<input checked="" type="checkbox"/>	Santa Ana Unified School District	Diana Torres	Administrator-Gen. Ed.	All

STEP 5: Certifications

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

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

STEP 6: Electronic Signatures

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

STEP 7: Final Check

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

Certification 1

Local Plan Section B: Governance and Administration

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

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

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

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

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

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

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

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

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

Administrative Entity*

Date

SELPA Governance Council or Responsible Individual

Date

Section A: Contacts and Certifications

SELPA

Santa Ana Unified School District

Fiscal Year

2024-25

Gloria O. Olamendi, Ed.D., Assistant Superintendent

Jun 12, 2024

SELPA Administrator

Date

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

Certification 2

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

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

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

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

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

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

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

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

Jerry Almendarez, Superintendent

Administrative Entity*

Jun 12, 2024

Date

Carolyn Torres, Board President

SELPA Governance Council or Responsible Individual

Jun 12, 2024

Date

Gloria O. Olamendi, Ed.D., Assistant Superintendent

SELPA Administrator

Jun 12, 2024

Date

Section A: Contacts and Certifications

SELPA Santa Ana Unified School District

Fiscal Year 2024-25

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

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

SELPA

Fiscal Year

Certification 3: County Office of Education

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

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

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

☐ Yes ☒ No

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

☒ Yes ☐ No

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

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

The COE certifies the SELPA is a:

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

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

SELPA Santa Ana Unified School District

Fiscal Year 2024-25

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

Single-LEA SELPA

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

Multiple LEA SELPA or COE joined SELPA

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

<https://www.sausd.us/Page/42992>

Authorized Signature

Ramon Miramontes, Ed.D.

COE Superintendent

May 20, 2024

Date

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

SELPA Santa Ana Unified School District

Fiscal Year 2024-25

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 Section E: Annual Service Plan.

Cert 4-1. Community Advisory Committee Participation

The Community Advisory Committee (CAC), advised the SELPA during the development, amendment, and review of the Local Plan. The process involved a schedule of regular consultations regarding policy and budget development. California *Education Code* sections 56194 and 56205(a)(12)(E).

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

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

Cert 4-2. Community Advisory Committee Review Timeline

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.)

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

Cert 4-3. Community Advisory Committee Comments


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

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

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

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.

Authorized Signature


CAC Chairperson

5-22-24
Date

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

SELPA

Fiscal Year

Certification 5: Local Educational Agency

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

LEA

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

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

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

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

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

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

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

SELPA **Santa Ana Unified School District**

Fiscal Year **2024-25**

Cert 5-3. Submission Certification Requirements for LEAs

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

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

Authorized Signature

Jerry Almendarez

LEA Superintendent/Chief Administrator

Jun 12, 2024

Date

Local Plan Submission

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

SELPA Santa Ana Unified School District

Fiscal Year 2024-25

B. Governance and Administration

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

Participating Local Educational Agencies

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

Special Education Local Plan Area—Local Plan Requirements

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

The Santa Ana Unified School District Special Education Local Plan Area (SELPA) is a single district SELPA located in Orange County. Santa Ana is the most populous city in the county, and the 8th most densely populated city in the United States. Santa Ana Unified School District (SAUSD) is the 11th largest public K-12 school district in California and the second largest in Orange County serving approximately 40,000 students. The Santa Ana Unified SELPA offers the full continuum of special education and related services and there are approximately 6,300 students with disabilities receiving special education and related services ages 0-22 years. Santa Ana Unified School District students either reside within the District's boundaries or attend on an inter-district permit. Geographically the SAUSD encompasses all of part of the cities of Santa Ana, Costa Mesa, Irvine, Newport Beach, and Tustin.

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

The Santa Ana Unified SELPA is a single district SELPA and is governed by the Board of Education of the Santa Ana Unified School District. The District's Governing Board is the sole policy making entity for the SELPA and as such the Board of Education is the governing body of the Local Plan. The Board of Education is comprised of five voting members. The Governing Board approves the Local Plan, which includes the Annual Budget and Annual Service Plans at public board meetings. The Governing Board is responsible for the special education and related services operated within its jurisdiction. The Santa Ana Unified School District's Board of Education exercises authority over, assumes responsibility for, and is fiscally accountable for special education and related services operated by the Santa Ana Unified SELPA. Additionally, the Santa Ana Unified School District's Board of Education participates in the governance of the Santa Ana Unified SELPA through its designated representative, the Assistant Superintendent, Special Education/SELPA.

The Governing Board establishes District board policy, monitors student achievement, and also

Section B: Governance and Administration

SELPA Santa Ana Unified School District

Fiscal Year 2024-25

establishes District goals. The Governing Board approves the hiring of personnel, approves the budget and expenditures, and approves all other items under its purview. The Governing Board also approves the hiring of the Assistant Superintendent, Special Education/SELPA who is a member of the Superintendent's Executive Cabinet. The oversight and operations of the Santa Ana Unified SELPA will be shared by administrators of the District. The Santa Ana Unified SELPA is tasked with the responsibility to ensure that a free and appropriate public education is available to all eligible students with disabilities residing within the SELPA or attending its programs under some other authorization, including children with disabilities who have been suspended or expelled from school.

The Santa Ana Unified School District is designated as its own Administrative Unit (AU) for the SELPA. It is responsible for administrative functions such as, but not limited to:

- Receipt and distribution of special education funds for the operation of special education and related services;
- Receipt and distribution of special education funds to accounts exclusively established for SELPA use;
- The employment of necessary staff to support SELPA functions.

3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan: [EC 56195.7(i)(j)(1)(2)]

The Board of Education is the governing body of the Santa Ana Unified School District and the Santa Ana Unified SELPA. The members of the Board of Education are elected public officials. The policy-making responsibilities of the Board of Education pertaining to the SELPA include, but are not limited to, the following:

- Hold public hearings for the Local Plan, the Annual Budget Plan, and Annual Service Plan.
- Approve the Local Plan
- Approve amendments to the Local Plan
- Approve the Annual Budget Plan
- Approve the Annual Service Plan
- Approve contractual agreements for the Santa Ana Unified SELPA which meet the requirements of Education Code 56200, and herein referred to as the Local Plan.
- Adopt District and SELPA policies relating to special education and related services.

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4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan: [EC 56195.1(c); EC 56205(a)(12)(D)(i); EC 56195.5]

The Orange County Department of Education (OCDE) provides support to the Santa Ana Unified SELPA in the following ways:

- Specialized programs for students with disabilities
- Staff Development
- Legal and Fiscal Guidance
- Child Find

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

☒ Yes

☐ No

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

A request by a charter school to participate, as a local educational agency (LEA), in the SELPA may not be treated any differently from a similar request made by a school district. In reviewing and approving a request by a charter school to participate as a LEA in the SELPA, the following requirements shall apply pursuant to Education Code section 56207.5 and applicable Board Policies.

The SELPA shall fully comply with the County of Office of Education requirements under Education Code section 56140.

The charter school shall participate in State and Federal funding for special education, and the allocation plan developed pursuant to Education Code requirements, in the same manner as the SELPA (See Education Code sections 56195.7 and 56836.05).

The charter school shall participate in governance of the SELPA as provided in Education Code section 56207.5

6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan: [EC 56194(a)(b)(d); EC 56195.9(a)]

The Community Advisory Committee (CAC) for the Santa Ana Unified SELPA has been

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established in accordance with Education Code 56190 and has adopted bylaws consistent with these requirements. The CAC is composed of parents of individuals with exceptional needs enrolled in public or private schools, parents of other students enrolled in schools, students and adults with disabilities, general and special education teachers, other school personnel, representatives of public and private agencies and persons concerned with the needs of individuals with exceptional needs. The majority of the committee is composed of parents of students enrolled in the schools within the Local Plan Area and are parents of students with exceptional needs.

The CAC shall have regularly scheduled meetings. The Assistant Superintendent, Special Education/SELPA (SELPA Director) presents the CAC's input to the Superintendent or designee for consideration.

Announcements of CAC meetings and activities will be distributed to parents of students with disabilities in the SELPA. CAC procedures are outlined in the Community Advisory Committee Bylaws for the Santa Ana Unified SELPA.

7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC: [EC 56205(a)(12)(E); EC 56205(b)(7)]

In accordance with Education Code 56195.3, the Local Plan shall be developed and updated cooperatively by a committee of representatives of special education and general education teachers and administrators, with participation by parent members of the Community Advisory Committee. Teacher participants shall be selected by the Special Education/SELPA Division. General education and special education administrators shall be selected by the Assistant Superintendent, Special Education/SELPA (SELPA Director) of the Santa Ana Unified SELPA.

Within the Santa Ana Unified SELPA, the achievement of students with disabilities as well as special education and related services are discussed in conjunction with the development of the annual Local Control Accountability Plan (LCAP). The LCAP committees include representatives from both general and special education. Additionally, each year, the administrators overseeing the development of the LCAP meet with the Santa Ana Unified SELPA CAC and solicits their input regarding needs and priorities for students with disabilities.

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan: [EC 56836.01(a)(b); EC 56205(a)(12)(D)(ii); EC 56195(b)(3); EC 56030]

As a single district SELPA, the Responsible Local Agency (RLA) and the Administrative Unit

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(AU) is the Santa Ana Unified School District. The AU is governed by the Board of Education for the Santa Ana Unified School District. The Assistant Superintendent, Special Education/SELPA (SELPA Director) and the Assistant Superintendent, Business Services or designees are responsible for monitoring on an annual basis the appropriate use of all funds allocated for special education and related services. Final determinations and action regarding the appropriate use of special education funding shall be made through the Annual Budget Plan process. Funds allocated for special education and related services shall be used for services to students with disabilities.

9. Describe the contractual agreements and the SELPA's system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan: [EC 56195.7. EC 56195.1(b)(c)]

In addition to providing a broad range of special education and related services within the Santa Ana Unified School District's attendance area, the SELPA may provide for the education of individual students in special education programs maintained by other districts or counties. The Santa Ana Unified SELPA shall develop written agreements to be entered into by entities participating in the Local Plan, if any. Such agreements need not be submitted to the State Superintendent. The SELPA may develop written agreements including, but not limited to, the agreements listed in Education Code section 56195.7

The Santa Ana Unified SELPA works collaboratively with the Orange County Department of Education (OCDE) and the Orange County SELPA administrators to develop an annual Master Contract and Service Agreement for students requiring special education and related services from a certified nonpublic, nonsectarian school (NPS), or services of a certified nonpublic agency (NPA). When the Santa Ana Unified SELPA contracts with a nonpublic, nonsectarian school, staff shall evaluate the placement of its student(s) in such schools on at least an annual basis as part of the annual Individualized Education Program (IEP) review. Staff shall review the Master Contract, the Individual Service Agreement, and the IEP to ensure that all services agreed upon and specified in the IEP are provided.

10. For multi-LEA local plans, specify:

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

Non Applicable

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

Non Applicable

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

Non Applicable

11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:

- a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan: [EC 56205(a)(12)(D)(ii)(I)]

The hiring, supervision, evaluation, and discipline of the Assistant Superintendent, Special Education/SELPA is conducted by the Deputy Superintendent, Educational Services. All other District staff that support the Local Plan are hired, supervised, evaluated, and disciplined in accordance with procedures developed and administered by the District's Human Resources Department.

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

As a single district SELPA, special education funds are part of the adopted budget each year. All state and federal monies designated for special education are accrued and spent in accordance with the adopted annual budget and service plan and applicable state and federal requirements.

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

Following a public hearing, the Governing Board approves the annual budget and service plan at a public annual meeting with input from staff and community stakeholders. The Assistant Superintendent, Special Education/SELPA (SELPA Director) and special education administrators maintains responsibility provide oversight of operations of special education and related services.

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

The Assistant Superintendent, Special Education/SELPA (SELPA Director) and the Assistant Superintendent, Business Services oversee on an annual basis, the appropriate use of all funds allocated for special education and related services. Final determinations and action regarding the appropriate use of special education funds shall be made through the Annual Budget process. Funds allocated for special education and related services shall be used for services to eligible students with disabilities. The Assistant Superintendent, Business Services reviews and confirms that expenditures for special education funds are appropriate. All special education funds are part of the District annual audit process.

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

The Santa Ana Unified School District, through the Local Plan, has provided assurance to the State of California that specialized equipment and services are distributed throughout the District in a manner that minimizes the necessity to service students in isolated sites and maximizes the opportunities to serve students in their least restrictive environment. Each student's Individualized Education Program (IEP) team determines the special education and related services which will provide the student with a free and appropriate public education in their least restrictive environment. Any necessary specialized equipment and/or services identified by the IEP team will be provided at the identified school site.

Policies, Procedures, and Programs

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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and

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implemented to determine which children with disabilities are currently receiving needed special education and related services." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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

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Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s)

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

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Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

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56205(a)(16)

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number: 23

Document Title: Santa Ana Unified SELPA Assurances and Procedures (Appendix A)

Document Location: Santa Ana Unified SELPA Office

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

☒ Yes ☐ No

Administration of Regionalized Operations and Services

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

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

Document Title: Santa Ana Unified SELPA Administration of Regionalized Operations and Services

Document Location: Santa Ana Unified SELPA Office

Direct Instructional Support Provided by Coordinators/Program Specialists: Coordinators and Program Specialists work under the direction of Directors of Special Education to support the coordination and implementation of the Local Plan. They provide programmatic support for special education programs in coordination with instructional priorities established by the Board of Education, Superintendent, and school site administration.

Role of the RLA/AU: Ensure that a full continuum of services is available in order to provide a free and appropriate public education to all students with disabilities within the SELPA. The LEA's Board of Education will approve any policies and procedures needed to implement the Local Plan, and through its administrative purview and

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Description:

oversight, ensure the implementation of the Local Plan.

Role of the SELPA Administrator: The Assistant Superintendent, Special Education/SELPA (SELPA Director) is responsible for the coordination of all SELPA functions and implementation of the Local Plan. As such, the Assistant Superintendent coordinates the development and implementation of the SELPA program and student outcomes, as well as the annual accountability procedures. The Assistant Superintendent and other designated administrators, assume overall management responsibility for implementation of the Local Plan. In addition, the Assistant Superintendent, Special Education/SELPA in collaboration with the Assistant Superintendent, Business Services develops the annual budget and service plan, allocates resources, monitors the use of state, federal, and local funds for special education and related services. Other duties of the Assistant Superintendent, Special Education/SELPA include serving as the liaison to the Community Advisory Committee, monitoring compliance with applicable state and federal laws, and facilitate the development and approval of the SELPA's policies and procedures necessary to implement the Local Plan.

2. Coordinated system of identification and assessment:

Document Title:

Santa Ana Unified SELPA Administration of Regionalized Operations and Services

Document Location:

Santa Ana Unified SELPA Office

Description:

Direct Instructional Support Provided by Coordinators/Program Specialists: Support a coordinated system of identification and assessment, including students enrolled in private schools. Support the assessment and coordination of services of newly identified students.

Role of the RLA/AU: Enforces implementation of its policies regarding identification and assessment of students with disabilities.

Role of the SELPA Administrator: Ensures that the district conducts Child Find activities. Supports Child Find activities at a regional and county level, including facilitation of public notices. Provide technical support to staff and guidance to parents/guardians, as needed. And

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ensure that appropriate interagency agreements are in place to support Child Find activities.

3. Coordinated system of procedural safeguards:

Document Title:

Santa Ana Unified SELPA Administration of Regionalized Operations and Services

Document Location:

Santa Ana Unified SELPA Office

Description:

Direct Instructional Support Provided by Coordinators/Program Specialists: Support a coordinated system of procedural safeguards by providing technical assistance and guidance on procedural safeguards, forms, and procedures to parents/guardians and school staff, as needed. They provide alternate dispute resolution support as requested by parents.

Role of the RLA/AU: The LEA provides procedural safeguards to parents/guardians consistent with education code, assists parents with understanding their procedural safeguards, and ensures that procedural safeguards are implemented consistently. Ensures parents receive written notice of their rights in the language easily understood by the general public and in the primary language of the parent/guardian or other mode of communication used by the parent/guardian unless to do so is clearly not feasible.

Role of the SELPA Administrator: Provides alternate dispute resolution support as requested. Provides parents/guardians with a copy of their procedural safeguards and upon request will review them with parents/guardians. Ensures that updated copies of procedural safeguards are available.

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

Document Title:

Santa Ana Unified SELPA Administration of Regionalized Operations and Services

Document Location:

Santa Ana Unified SELPA Office

Direct Instructional Support Provided by Coordinators/Program Specialists: Conduct staff development, as well as parent/guardian education. May provide direct training and support the dissemination and implementation of evidenced-based practices.

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Description:

Role of the RLA/AU: Determine staff development and parent/guardian education based on current needs. Ensures implementation of staff development and parent/guardian education through administrative support and allocation of fiscal resources.

Role of the SELPA Administrator: Develops and implements plans for providing staff development and parent/guardian education opportunities. Gather input from the Community Advisory Committee on the parent/guardian education needs.

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

Document Title:

Santa Ana Unified SELPA Administration of Regionalized Operations and Services

Document Location:

Santa Ana Unified SELPA Office

Description:

Direct Instructional Support Provided by Coordinators/Program Specialists: In coordination with the Teaching and Learning Division, support a coordinated system of curriculum development and alignment with the core curriculum. To ensure the focus on implementation of core curriculum, special education administrators, curriculum specialists, and program specialists coordinate instructional planning between general and special education staff.

Role of the RLA/AU: Determine the need for curriculum development and/or adoption that is in alignment with core curriculum.

Role of the SELPA Administrator: Ensures access to coordinated aligned curriculum for students with disabilities. Provide technical assistance and staff development, as requested or determined appropriate.

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

Document Title:

Santa Ana Unified SELPA Administration of Regionalized Operations and Services

Document Location:

Santa Ana Unified SELPA Office

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Description:

Direct Instructional Support Provided by Coordinators/Program Specialists: Assist in monitoring and evaluating the effectiveness of program delivery for students with disabilities. Work collaboratively with school sites to address performance, compliance, and accountability issues.

Role of the RLA/AU: review and monitor Annual Performance Reports, the California School Dashboard, and other student data sources to ensure students with disabilities receive a free and appropriate public education. Engage in monitoring activities as required by the California Department of Education.

Role of the SELPA Administrator: Actively involved in compliance and accountability measures and systems. Develops and implements a plan for providing staff development opportunities for staff on accountability measures. Provides technical support as needed.

7. Coordinated system of data collection and management:

Document Title:

Santa Ana Unified SELPA Administration of Regionalized Operations and Services

Document Location:

Santa Ana Unified SELPA Office

Description:

Direct Instructional Support Provided by Coordinators/Program Specialists: Assist in providing staff development for school and district staff on data system procedures for monitoring and documenting services for students with disabilities.

Role of the RLA/AU: Responsible for data entry, quality, and integrity. Approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission and any other required reports, as required by the California Department of Education. Use the Special Education Information System (SEIS) to input data as established by the SELPA.

Role of the SELPA Administrator: Implements and manages a data management system. Coordinates and approves the SELPA CALPADS data submission. Utilizes data systems to improve achievement of students with disabilities.

8. Coordination of interagency agreements:

Santa Ana Unified SELPA Administration of Regionalized Operations

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Document Title: and Services

Document Location: Santa Ana Unified SELPA Office

Description:

Direct Instructional Support Provided by Coordinators/Program Specialists: As needed, will provide school-based IEP teams with information on services for students with disabilities that are available through interagency agreements.

Role of the RLA/AU: Approves and ensures implementation of interagency agreements, as appropriate.

Role of the SELPA Administrator: The Assistant Superintendent, Special Education/SELPA, or designee, will serve on committees as interagency agreements are being reviewed, revised, or developed. Ensures that interagency agreements are in place as required by California Education Code, and provides technical assistance and dispute resolution, as needed.

9. Coordination of services to medical facilities:

Document Title: Santa Ana Unified SELPA Administration of Regionalized Operations and Services

Document Location: Santa Ana Unified SELPA Office

Description:

Direct Instructional Support Provided by Coordinators/Program Specialists: Ensure that students have a full educational opportunity when residing in medical facilities.

Role of the RLA/AU: 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.

Role of the SELPA Administrator: Facilitates the coordination of services to students in medical facilities within the geographic area of the SELPA.

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

Santa Ana Unified SELPA Administration of Regionalized Operations

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SELPA Santa Ana Unified School District

Fiscal Year 2024-25

Document Title: and Services

Document Location: Santa Ana Unified SELPA Office

Description:

Direct Instructional Support Provided by Coordinators/Program Specialists: Assure that students have a full educational opportunity regardless of the district of special education accountability.

Role of the RLA/AU: Special education and related 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 of the licensed children's institution is located, unless based on education code there is another district of special education accountability which would be responsible.

Role of the SELPA Administrator: Facilitates the coordination of these services by the LEA.

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

Document Title:

Santa Ana Unified SELPA Administration of Regionalized Operations and Services

Document Location:

Santa Ana Unified SELPA Office

Description:

Direct Instructional Support Provided by Coordinators/Program Specialists: May assist in compliance training and in preparing data for submission.

Role of the RLA/AU: Submit required data timely to allow the SELPA to submit reports in adherence with California Department of Education timelines.

Role of the SELPA Administrator: Ensure timely transmission of required reports and provide technical assistance to LEA in completing those reports.

12. Fiscal and logistical support of the CAC:

Document Title:

Santa Ana Unified SELPA Administration of Regionalized Operations and Services

Document Location:

Santa Ana Unified SELPA Office

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Description:

Direct Instructional Support Provided by Coordinators/Program Specialists: Work collaboratively with the Assistant Superintendent, Special Education/SELPA and CAC to support CAC activities, including but not limited to: parent/guardian training, disability awareness, special events, community outreaches, and presentations at CAC meetings.

Role of the RLA/AU: The Board of Education appoints members to the CAC. The LEA shall be responsible for establishing and maintaining a CAC in accordance with Article 7 (commencing with section 56190) of Chapter 2 of Part 30 of the California Education Code, the Local Plan, and the bylaws of the CAC. The LEA will ensure that the SELPA has sufficient resources to provide fiscal and logistical support for the CAC.

Role of the SELPA Administrator: Coordinate CAC activities, including the development of an annual calendar. Provide updates to CAC members on SELPA related matters. Share the Annual Budget and Annual Service Plan or any changes to the Local Plan for comments and/or CAC feedback. Facilitate communication between the CAC representatives, the Governing Board, Superintendent's Executive Cabinet and the administration.

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

Document Title:

Santa Ana Unified SELPA Administration of Regionalized Operations and Services

Document Location:

Santa Ana Unified SELPA Office

Description:

Direct Instructional Support Provided by Coordinators/Program Specialists: Provide technical support to ensure transportation services are provided in accordance with student's IEPs.

Role of the RLA/AU: Board of Education policies have affirmed its commitment to FAPE for students with disabilities, including transportation as a service available to eligible students with disabilities in accordance to their IEPs. The Board of Education approves and supports the local plan which establishes the provision of transportation as a related service.

Role of the SELPA Administrator: Provide technical support as needed.

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

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Document Title:

Santa Ana Unified SELPA Administration of Regionalized Operations and Services

Document Location:

Santa Ana Unified SELPA Office

Description:

Direct Instructional Support Provided by Coordinators/Program Specialists: Provide staff development, guidance, and technical assistance to IEP teams on career/vocational/transition services.

Role of the RLA/AU: 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. Coordinate with local agencies (e.g., Regional Center, Department of Rehabilitation).

Role of the SELPA Administrator: Provide technical assistance as needed. Ensure that 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 (e.g., WorkAbility grants). Ensure that career, vocational, and transition services are implemented and monitors the provision of these services at secondary schools through overall supervision capacity and through the Annual Service Plan.

15. Assurance of full educational opportunity:

Document Title:

Santa Ana Unified SELPA Administration of Regionalized Operations and Services

Document Location:

Santa Ana Unified SELPA Office

Description:

Direct Instructional Support Provided by Coordinators/Program Specialists: Provides guidance to school staff and IEP teams to ensure access to the variety of educational program services and activities including access to general instructional materials as indicated in a student's IEP.

Role of the RLA/AU: Provide a full continuum of services for students with disabilities.

Role of the SELPA Administrator: Ensures that a full continuum of services is available for students with disabilities. Services shall be designed to meet the student's unique needs so as to provide

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educational benefit.

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

Document Title:

Santa Ana Unified SELPA Administration of Regionalized Operations and Services

Document Location:

Santa Ana Unified SELPA Office

Description:

Direct Instructional Support Provided by Coordinators/Program Specialists: Oversight responsibility for Coordinators to recommend and support only appropriate expenditures that enhance instruction for students with disabilities.

Role of the RLA/AU: Through its supervisory duty, the Governing Board and Superintendent ensure that the Assistant Superintendent, Special Education/SELPA is accountable for fiscal administration of special education funds.

Role of the SELPA Administrator: To ensure that a FAPE is available to all students with disabilities, the Assistant Superintendent, Special Education/SELPA prepares the annual budget and annual service plans and oversees implementation of all special education and related services. Through administrative oversight procedures, the Assistant Superintendent approves all special education expenditures and designates budget funding sources.

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

Document Title:

Santa Ana Unified SELPA Administration of Regionalized Operations and Services

Document Location:

Santa Ana Unified SELPA Office

Direct Instructional Support Provided by Coordinators/Program Specialists: Direct instructional support that may be provided by Coordinators shall include, but are not limited to:

- Observe, consult with, and assist special and general education staff,

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Description:

administrators, and parents/guardians regarding appropriate services for students;

- Provide technical support in program development and evaluating the effectiveness of programs;
- Coordinate curricular resources and take leadership in ensuring the use of appropriate instructional methods, strategies, interventions, and resources;
- Facilitate the development and implementation of staff development and parent education activities.

Role of the RLA/AU: Ensure that students have access to a full continuum of special education and related services.

Role of the SELPA Administrator: Supervision and/or oversight of special education administrators. Providing guidance and technical assistance, as needed.

Special Education Local Plan Area Services

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

Document Title:

Santa Ana Unified SELPA Administration of Regionalized Operations and Services

Document Location:

Santa Ana Unified SELPA Office

Description:

The Santa Ana Unified SELPA provides Early Start services for identified children birth through three years of age. Services include community-based, parent-participation group program in an inclusive setting for families of children. A parent or guardian must attend with the child. The program offers a play-based, child directed model, helping families through coaching and child development education. Home visits and/or individual consultation using a more focused, need-specific and private approach are also provided. Parent education topics include nutrition, developmental expectations for children ages birth to 36 months, behavior management, and speech and language development. Referrals are accepted for children up to 29 months of age who have an IFSP or who have been referred due to a solely low incidence diagnosis. SAUSD must be included in the IFSP process with Regional Center of Orange County. Families and children with an IFSP must live within the SAUSD boundaries to attend. The Santa Ana Unified SELPA provides a continuum of Early Childhood Special Education

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services for preschool students ages three to five years of age. Preschool special education and related services are provided to students with Individualized Education Programs (IEP) in a variety of ways according to SELPA procedures. Multi-disciplinary teams share their expertise, working with parents/guardians, in addressing the needs of children. Some 3 to 5 year olds with disabilities are enrolled in state preschool programs as part of their IEP and received special education and related services to support progress in that setting. Special education and related services are provided based on the unique needs of the individual student with the goal of providing these services in the least restrictive environment. All children who receive special education preschool services will be reevaluated before entering kindergarten to determine whether or not they will continue to require ongoing special education services.

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

Document Title:

Santa Ana Unified SELPA Administration of Regionalized Operations and Services

Document Location:

Santa Ana Unified SELPA Office

Description:

Members of the public, including parents/guardians of students with disabilities, may address questions or concerns first to the school site staff and administration, next to district level Special Education Administrators, the SELPA Director, the Deputy Superintendent of Educational Services, the Superintendent, and finally the Board of Education. This does not limit the rights of members of the public to address the Board of Education according to the policies and procedures set by the Board of Education for such communication. It shall be the policy of the SELPA to resolve issues at the site level as promptly as possible.

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

Document Title:

Santa Ana Unified SELPA Administration of Regionalized Operations and Services

Document Location:

Santa Ana Unified SELPA Office

The Santa Ana Unified SELPA utilizes alternate dispute resolution (ADR) processes in an effort to effectively and positively resolve any conflicts or disputes. The SELPA utilizes district level personnel who may participate in relevant activities to support conflict resolution:

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Description:

- Training for staff on ADR and positive communication strategies
- Assisting the CAC in providing support for parents and families
- Developing, reviewing, and revising compliance procedures within the SELPA.

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

Document Title:

Santa Ana Unified SELPA Administration of Regionalized Operations and Services

Document Location:

Santa Ana Unified SELPA Office

Description:

A student shall be referred for special education and related services only after the resources of the general education program have been considered and implemented.

Such resources may include, but are not limited to, response to intervention models, multi-tiered systems of support, coordination of services teams, student success teams, early literacy programs, and intervention programs.

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

Document Title:

Santa Ana Unified SELPA Administration of Regionalized Operations and Services

Document Location:

Santa Ana Unified SELPA Office

Description:

The Santa Ana Unified SELPA shall evaluate the placement of its student(s) in nonpublic, nonsectarian schools (NPS) on at least an annual basis as part of the annual IEP review. The LEA representative shall review the master contract, the individual services agreement, and the IEP to ensure that all services agreed upon and specified in the IEP are provided. The NPS is provided with the name of a LEA representative to contact regarding any concerns about the student's progress. That representative should monitor periodic progress reports and attend the student's IEP meetings.

NPS are required by the master contract and the IEP to annually evaluate the students to determine if they are making appropriate educational progress. The LEA representative shall collaboratively review with the parent/guardian and the NPS the evaluations conducted by the NPS to ensure that they were appropriate and valid for measuring student progress.

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The LEA may choose to administer additional assessments necessary, with parent consent, to determine whether the student is making appropriate educational progress.

The LEA shall, at least annually, consider whether or not the needs of the pupil continue to be best met at the NPS and whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting.

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

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

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

Document Title:

Santa Ana Unified SELPA Administration of Regionalized Operations and Services

Document Location:

Santa Ana Unified SELPA Office

Description:

In coordination with the Orange County Department of Education and the California Department of Education, for identified adults for whom the Santa Ana Unified SELPA is the district of residence, the SELPA shall:

1. Seek out eligible adults residing within its boundaries
2. Review and revise IEPs as necessary, including conducting annual reviews
3. Determine whether the qualified individual wishes to receive FAPE and if so, ensure FAPE is provided with consent

For identified adults for whom the Santa Ana Unified SELPA is the district of residence who may or may not have had an implemented IEP who are in jail in Orange County, the Orange County Department of Education takes responsibility for the IEP. For those adult students identified in jails outside of the county when the district is notified, the district will coordinate with that

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county office of education or SELPA to contract with the county, SELPA, or other service providers to ensure implementation of the IEP. In all situations, a district representative attends the IEP meeting and is involved in the progress updates, program planning, and any revision to the adult's IEP.

The following special education requirements do not apply to eligible individuals who are convicted as adults under State law and incarcerated in adult prisons: State and district-wide assessment programs; transition planning and transition services; IEP team may modify the individual's IEP or placement notwithstanding the least restrictive environment requirement if there is a security or compelling penological interest that cannot otherwise be accommodated.



Santa Ana Unified Special Education Local Plan Area (SELPA)
Local Plan Section B: Governance and Administration
Assurances and Procedures
Appendix A

Pursuant to Education Code sections 56122 and 56205(a), the Santa Ana Unified SELPA ensures conformity with the Title 20 *United States Code (USC)* and in accordance with the Title 34 *Code of Federal Regulations (CFR)* Section 300.201 and has in effect policies, procedures, and programs.

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

Assurance:

“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.”

Procedure:

In order to ensure that a free, appropriate public education (FAPE) is available to all students with disabilities, the Santa Ana Unified School District (SAUSD) SELPA shall provide a combination of educational and related services determined through the development and review of each student's Individualized Education Program (IEP). Each IEP will be developed in order to meet the unique needs of the individual in order for the student to benefit from his or her educational opportunities. A variety of related services and other supports are provided based on each student's unique needs as required to assist a student with disability to benefit from special education. Special education and related services are provided in accordance to each student's IEP.

The District ensures that students with disabilities are included in State and district-wide assessments, with appropriate accommodations/modifications, as documented in their IEP. Students with disabilities have access to State Board of Education approved instructional materials and course content consistent with instruction provided to students without disabilities.

The length of the instructional day is the same as for age-appropriate peers without disabilities including instructional minutes unless otherwise specified in a student's IEP.

To the maximum extent appropriate, students, including preschool students, are educated with students who do not have disabilities. Special classes, separate schooling, and other removal from the general education environment occurs only when the nature or severity of the disability of a student is such that education in general education classes, including preschool classes, with the use of supplementary aids and services, cannot be achieved satisfactorily.

For students transferring into the District from a Local Educational Agency (LEA) not operating special education and related services under the same local plan, the IEP shall be implemented for a period not to exceed 30 days before a new IEP is developed.

FAPE shall be reasonably calculated to provide educational benefit to the student. To determine whether an IEP is reasonably calculated to provide meaningful benefit, each IEP team should ask:

1. Is the student's IEP individualized to meet the unique needs of the child?
2. Has the student been educated in the Least Restrictive Environment (LRE)?
3. Have the student's educational services been provided in a collaborative and coordinated manner?
4. Has the student demonstrated positive academic and non-academic benefits?

Evidence of such benefit for each student may include passing grades, advancement from grade to grade, academic progress, and progress towards IEP goals and objectives.

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

Assurance:

“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.”

Procedure:

The SELPA ensures that a continuum of special education and related services are available to meet the unique needs of students with disabilities. The IEP team’s determination of appropriate services needed and curriculum options to be offered is based upon the unique needs of each student rather than the label describing the eligible disability or availability of a specific service.

Steps are taken, including placement of classes, to ensure that students with disabilities participate in academic, nonacademic, and extracurricular services and activities to promote maximum interaction with the general school population.

To the maximum extent appropriate, students with disabilities are educated alongside students without disabilities. The student is not removed from age-appropriate general education classrooms solely because of needed accommodations/modifications in the general curriculum. Placement in special classes, separate schooling, or other removal of students with disabilities from the general education environment occurs only when the nature or severity of the disability of a student is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily.

In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and other nonacademic activities/services specified in federal regulations the District ensures that each student with a disability participates with students without disabilities in those services and activities to the maximum extent appropriate to the needs of that student.

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

Assurance:

“It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, and 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.”

Procedure:

The SAUSD SELPA recognizes the need to actively seek out and evaluate children, ages 0-21, who may be in need of special education and related services, in order to provide them with appropriate educational opportunities in accordance with state and federal laws. In addition, SAUSD SELPA shall consult with appropriate representatives of private school students with disabilities on how to identify, locate, and evaluate students attending private schools.

Public notices are provided in English, Spanish, and other primary languages of families in the community, as appropriate. Parents and staff are also encouraged to inform the community of the availability of assessments and special education and related services. In addition to the public notice in local newspapers, a notice regarding the process for referring students with suspected disabilities for assessment is sent to each private school annually. The private schools are encouraged to post and send this notice to parents of students enrolled in their schools. Parents and/or private school representatives may refer students for special education assessments through their local schools, as appropriate.

In collaboration with the Regional Center of Orange County and the Orange County Department of Education, Child Find procedures have been developed through active networking with agencies representing education, health (hospitals, public health services, and physicians), developmental services, social services, and parent groups. If a child has not yet reached his third birthday, the referral is forwarded to the Regional Center of Orange County. Vision and hearing screening activities are completed on all students within the district in accordance with state guidelines. Parents and staff may contact the school of attendance to make a referral for assessment. In the case of parentally placed students in private school, the district of services shall be contacted regarding Child Find and assessment.

All referrals for special education and related services are documented. When a verbal referral is made, staff offers assistance to the individual in making a written request and assists the individual if a request is made for assistance. The District provides parents with a written notice that their child is being referred to determine eligibility for special education and related services and the reason for the referral.

Identification and Referral Procedures

Referral for assessments may be initiated by a parent/guardian, teacher, administrator, support personnel, outside agency, or individual who has knowledge that a student may be in need of special education and related services. Referrals will be processed in a systematic manner, held in strict confidence, and include the written Notice of Procedural Safeguards for Parents. If parents believe their child has a disability which requires special education services, they may submit a written request for assessment. When a verbal referral is made, staff of the school, SAUSD SELPA, or the County Office of Education shall offer assistance to the individual in making a request in writing, and provide assistance if requested. Interpreters are provided to assist parents in the Student Success Team (SST) process to discuss their concerns, possible interventions, and areas of suspected disability to be considered in developing an assessment plan.

Families of children under the age of three with identified or suspected disabilities are referred to the Regional Center of Orange County.

Initial referrals for preschool children are processed through the District's Preschool Assessment Team. Assessment team staff collect information from the child's parent/guardian and, when appropriate, preschool staff. The team meeting provides the opportunity to discuss the child's growth and development relative to expectations, intervention strategies, and the child's potential need for assessments to determine eligibility for special education and related services.

The process for referring school-age students for special education and related services begins at the student's school of attendance. An individual with a concern about a student's progress may request a SST meeting. Forms to request a SST meeting are available at each school site. SST meetings are a general education function and may be composed of the principal or designee, general education staff member, the student's teacher, and other categorical staff. The team may also include special education staff such as the speech pathologist, education specialist, and/or school psychologist. The SST chair sends notification of SST meetings to the appropriate participants, including parents/guardians, and facilitates the meeting. If the SST finds that the student's needs cannot be appropriately met with accommodations/modifications of the general program, a referral for special education assessment may be considered. At the time of the referral, parents/guardians are provided with a copy of the Notice of Procedural Safeguards.

Referral procedures are coordinated with other school site programs to ensure that all students have access to needed special education and related services. Referrals from private schools, private preschools, and other agencies are processed in the same manner as referrals from the public schools. School personnel assist in the preparation of referral forms and provide orientation of the process to persons making referrals. Private schools must show that accommodations/modifications of their programs have been attempted and the results of those accommodations/modifications. The accommodations/modifications attempted may be verified by assessment team members through personal interviews with private school teachers and parents/guardians.

A completed referral from includes information regarding the reasons for the referral, the results of accommodations/modifications of the student's general school program, review of academic performance, indication of health status, which provide the basis for the referral. The data reported at the time of referral by the person(s) making the referral indicate the suspected areas of disability to be considered by the assessment team and is considered in developing the assessment plan. Referrals are processed for all potential students in accordance with state-mandated procedures and timelines.

Procedures for Utilization of General Education

The Student Success Team (SST) process is a general education function. The SST may recommend implementation of accommodations of the general education program before referring students for a special education assessment. The SST may recommend additional instruction and/or behavioral intervention strategies, utilization of other categorical programs on site, provide various interventions based on need, recommend assessment, refer for a Section 504 of the Rehabilitation Act of 1973 service plan, and/or make other recommendations. The SST must consider if the student's needs can be met with accommodations/modifications to the general education instructional program. A student may be referred for special education and related services only after the resources of the general education program have been considered and utilized, as appropriate.

If there is a suspected area of disability, an assessment plan is developed and provided to parents/guardians. Assessments are conducted only after the parent/guardian has signed the assessment plan and provided consent.

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 District's SST to determine the need for a service plan and its protections. Please refer to the District's Section 504 Administrator with questions related to Section 504 of the Rehabilitation Act of 1973. Students needing additional assessments may be referred for an appropriate multi-disciplinary assessment.

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

Assurance:

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

Procedure:

The SAUSD SELPA provides a free and appropriate public education (FAPE) in the least restrictive environment (LRE) to all students residing within the SELPA. The SAUSD SELPA provides a full range of special education and related services to facilitate services for students with disabilities in a supportive, cooperative, and mutually respectful environment. The appropriate special education and related services in the LRE, for each student with a disability, is determined by an IEP team. The IEP team is comprised of the student’s parents/guardians, administrator, general education teacher, and special education staff with knowledge or expertise regarding the student.

The IEP team shall consider the academic and nonacademic benefits of placing the student in a general class and shall determine what supports and services would be needed in order to support this placement. All decisions should promote maximum interaction between students with disabilities and students without disabilities, in a manner that is appropriate to the needs of both. Special education and related services shall be provided outside the general education environment only when the IEP team determines that the student’s individual needs cannot be appropriately met in the general education setting without support.

Parents/guardians shall have the right to approve the student’s placement in a special education program and written parental consent shall be obtained before any such placement is made unless a due process hearing officer authorizes the placement. Once an IEP team has determined an appropriate placement with parent/guardian consent, that placement remains in effect unless modified through the IEP process, mutual agreement, or a due process hearing officer’s order.

Individualized Education Program (IEP) Procedures

The District will initiate and conduct meetings for the purpose of developing, reviewing, and/or amending the IEP of each student with a disability who qualifies for special education services. The description of IEP development included in Education Code Section 56340-7 and 34 CFR 300.340-350, are hereby included.

IEP Timelines

An IEP will be developed (a) within 30 days of an interim placement from outside the Santa Ana Unified SELPA, (b) within 60 days [not including days between sessions or terms, or vacation of more than five days in length] of the parent's/guardian's consent of the Assessment Plan, and (c) at least annually. Timelines for development of an IEP are as follows:

- a. An IEP required as a result of initial assessment shall be developed within 60 calendar days of receipt of the parent's/guardian's signed consent for assessment not counting days between school sessions or terms, or vacation days in excess of five consecutive days.
- b. An IEP shall be developed within 30 days of the beginning of the subsequent school year for each student for whom a referral was made within 30 days prior to the end of the school year.
- c. An IEP team meeting shall be held within 30 days of a parent's/guardian's written request, not counting days between school sessions or terms, or vacation days in excess of five consecutive days.

The IEP meeting will always include a parent/guardian (or surrogate parent) unless the parent/guardian is unwilling/unable to attend and district staff has maintained a record of attempts to include the parent at a mutually agreeable time and location.

The district encourages meaningful participation of parents/guardians at IEP meetings by scheduling meetings at times convenient for parents/guardians within reason, providing interpreters for non-English speaking or deaf/hard of hearing parents/guardians, conducting teleconferences or virtual meetings when appropriate, etc.

Parents/guardians are notified in advance of a need for an IEP team meeting. Every attempt is made to schedule a student's IEP team meeting at a time that is mutually convenient for the parent/guardian and school staff. Staff will utilize a variety of communication modes and offer alternative meeting dates, times, and locations. IEP meeting notifications forms will include the purpose, time, and location of the meeting as well as the staff who will attend.

Required IEP Participants

- a. The parent(s)/guardian(s) of the student;
- b. At least one general education teacher or general education representative of the student;
- c. At least one education specialist (special education teacher) of the student; or if appropriate, at least one special education related service provider of the student;
- d. A representative of the district (Administrator or administrative designee) who is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities, and who is knowledgeable about the availability of resources in the district;
- e. An individual who can interpret the instructional implications of assessment results, who may be a member of the team described in a-d;

- f. At the discretion of the parent or the district, other individuals who have knowledge or special expertise regarding the student, including related service providers, as appropriate;
- g. The student, if appropriate

The Individuals with Disabilities Education Act (IDEA) 2004 allows for amendments to the IEP, which may be made with a District Administrative representative and the parent/guardian, so long as all members of the IEP team are notified of any change(s).

As appropriate, representatives of other agencies are invited to participate in IEP meetings that are held to discuss transition services. In addition to written invitations and telephone calls, other efforts are made to encourage their participation. If an agency representative does not attend the IEP meeting where transition services are discussed, a district designee will contact the agency representative, if appropriate, to coordinate transition services.

Excusal of IEP Participant

An IEP team member could be excused from a meeting only when mutually agreeable and with written consent from the parent/guardian. The excused IEP team member will provide prior written input to the parent/guardian and IEP team prior to the IEP meeting if his/her area of expertise is to be discussed.

Purpose of IEP Meeting

The IEP team meets when:

- a. The student has received an assessment for special education;
- b. The student's special education and related services are to be initiated, changed, or terminated;
- c. The student's progress is less than anticipated;
- d. A parent/guardian or teacher requests a meeting to develop, review, or revise the IEP;
- e. It has been one year since the previous IEP was developed. The purpose of the annual meeting is to review the student's progress, the appropriateness of special education and related services, and determine ongoing needs and supports.

At the IEP Meeting

To facilitate the meeting, district staff may arrange for interpreters for parents who are deaf/hard of hearing or whose primary language is not English. The IEP documents serve as a record of the persons attending, and the deliberation, planning, and decisions of the IEP team regarding the special education and related services for each student. Prior IEP goals and objectives are reviewed to determine to what degree they were met. The discussion of present levels of academic achievement and functional performance includes not only results of standardized achievement test scores, but also classroom performance, observations, and parent/guardian, teacher, and related service provider, as applicable, reports.

The IEP process enables the team to develop a completed IEP which shows a direct relationship among the levels of performance and the goals and objectives, and to identify the specific services required to enable the student to advance appropriately toward attaining the annual goals, to what extent the student should be involved and progress in the general curriculum, to participate in extracurricular or other nonacademic activities, and to be educated and participate with students with disabilities and students without disabilities in these activities, as appropriate.

The IEP team refers to established eligibility standards as set forth in Title 5 CCR 3030 (a-j) as appropriate. Eligibility for special education and related services is written on each IEP developed by the IEP team.

At the IEP meeting, introductions are made, and the purpose and anticipated outcomes of the meeting are described. Each required component of the IEP is discussed by the team and recorded on the forms including:

- a. The strengths, interests, and learning preferences of the student;
- b. The student's present levels of academic achievement and functional performance, including the results of the initial or most recent assessment of the student and/or the results of the student's performance on any general State of district-wide assessment programs, as appropriate;
- c. Annual goals and short-term objectives or benchmarks, when appropriate related to meeting the student's needs that result from the disability to enable the student to be involved in and progress in the general curriculum [or appropriate activities for preschool children] or to meet each of the student's other educational needs that result from the disability;
- d. The concerns of the parent/guardian relevant to the student's educational progress;
- e. A description of how the student's disability affects involvement and progress in the general curriculum, or for preschoolers, participation in appropriate activities;
- f. An explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education class and extracurricular activities;
- g. A statement of the supplemental aids and services to be provided to or on behalf of the student;
- h. A statement of program accommodations/modifications or supports for school personnel that are required for the student to advance appropriately toward attaining the annual goals specified in the IEP;
- i. A determination of the student's need for assistive technology devices and services or low incidence services, equipment, and materials to meet the educational goals and objectives;
- j. A statement of how the child's progress toward the annual goals will be measured and how the parents/guardians will be informed of their student's progress;
- k. If the student is Limited English Proficient, a description of how his or her level of English proficiency, related to the IEP, will be addressed;
- l. If the student is deaf/heard of hearing, a description of specialized communication strategies, if needed, and opportunities for direct instruction and communication with peers and adults in the student's language and mode of communication;

- m. If the student's behavior impedes learning, a description of positive behavior interventions, strategies, and supports to address the behavior, including a Behavior Intervention Plan, if required;
- n. By the time a student reaches the age of 16, a statement of needed transition services for the student, including, if appropriate, a statement of the interagency responsibilities or needed linkages;
- o. For students age 17 or older, verification that the student has been apprised of his or her rights at the age of majority;
- p. A statement of the special education and related services to be provided to the student, including the projected data for beginning the services and accommodations/modifications, anticipated frequency, location, and duration of those services and accommodations/modifications;
- q. Individual accommodations/modifications in the administration of State or district-wide assessments of pupil achievement, or a statement of why that assessment is not appropriate for the student, designating a state approved alternate assessment as the means to measure the student's progress;
- r. The determination of the need for Extended School year (ESY) services, participation in Workability, and specialized transportation services;
- s. A review of the Notification of Procedural Safeguards; and
- t. Parental consent to all or part of the IEP.

A copy of the completed IEP is provided to the parent(s)/guardian(s). Upon request, the IEP will be translated into the primary language of the parent/guardian, unless it is clearly not feasible to do so. Case managers inform all appropriate staff who are responsible for portions of the student's education of the content of the IEP and their respective roles following parent consent to the IEP. Service providers from other agencies who provide instruction or related services will be provided with a copy of the IEP. IEPs are maintained in accordance with state and federal pupil record confidentiality laws.

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

Assurance:

“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.”

Procedure:

It is the intent of the SAUSD SELPA to educate students with disabilities in the least restrictive environment consistent with their academic and nonacademic needs. Students with disabilities shall receive their education in chronologically age-appropriate general education classrooms at neighborhood school sites unless there is a compelling educational reason why this cannot be accomplished. Close cooperation of all school personnel is encouraged by district and site administrators to facilitate opportunities for social interaction between individuals with and without disabilities.

The SAUSD SELPA provides a full range of special education and related services to meet students' educational needs in their least restrictive environment. This includes District programs, County programs, regionalized services, state schools, and nonpublic schools. The determination of the least restrictive environment is based on the IEP team's consideration of each individual student's unique needs, including present levels of academic and functional performance, goals and objectives, and the configuration of special education and related services support required to implement the IEP.

Removal of students from general education classes occurs only when the nature of the student's disability is such that education in a general education class with the use of supplementary aids and services cannot be achieved satisfactorily. To the maximum extent possible, individuals with disabilities are educated, and participate with, students without disabilities in academic, nonacademic, and extracurricular activities. Students attend the school they would attend if they did not have disabilities unless their IEP requires other arrangements. If other arrangements are determined necessary, students are served in the nearest appropriate school based upon the district developed feeder pattern.

Special education and related services and supports will be provided for students with disabilities to ensure maximum interaction with their peers in the general education environment as appropriate for student's individual needs. The IEP team will make the decisions regarding the least restrictive environment for each student on an annual basis. Individuals with disabilities shall have equal access to all activities, programs, and facilities in the general school environment. Participation in activities will be determined based on the individual needs of the student.

The location of specialized academic instruction classes and other special education support programs will be included in decisions regarding facilities planning and allocation. District commitments to ensure appropriate size, configuration, and location for special education classroom space on school campuses will continue in order to avoid frequent or disruptive program relocations. Ramps, handrails, and adapted equipment are provided as necessary to ensure access and safety for students with disabilities. Continuity in the assignment of appropriate classroom space for the provision of special education and related services allows students with disabilities the opportunity to develop relationships with peers without disabilities. Timely access to general education programs will be prioritized for all students.

Supports and programs are available to assist students without disabilities in understanding, supporting, and interacting with students with disabilities. Staff development, collaborative activities, and consultation by special education staff are available and provided to general education staff to assist them in addressing the unique needs of students with disabilities.

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

Assurance:

“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.”

Procedure:

Students with disabilities and their parents/guardians shall be provided written notice of their rights in a language easily understood by the general public and in the primary language of the parent/guardian or other mode of communication used by the parent/guardian, unless to do so is clearly not feasible. The notice shall include, but not be limited to, those rights prescribed by Education Code 56341. (Education Code 56341, 56506; 34CFR 300.503)

If the native language or other mode of communication of the parent/guardian is other than English, either the notice is translated orally or by other means to the parent/guardian in his/her native language or other mode of communication, to ensure the parent/guardian understands the contents of the notice.

Procedural Safeguards Notice

A procedural safeguards notice shall be made available to parents/guardians of students with a disability annually and upon: (20 USC Section 1415(d))

1. Initial referral for assessment;
2. Each notification of an IEP meeting;
3. Reassessment of the student; and
4. Registration of a complaint.

This notice shall include information on the procedures for requesting an informal meeting, a resolution session, a pre-hearing mediation conference, a mediation conference, or a due process hearing; the timelines for completing each process; whether the process is optional; the type of representative who may be invited to participate; and the right of the parent/guardian and/or the district to electronically record the proceedings of IEP meetings in accordance with Education Code 56341. A copy of this notice shall be attached to the student's assessment plan and referred to at each annual IEP meeting. (Education Code 56321, 56321.5)

In addition, this notice shall include the procedural safeguards relating to: independent educational evaluations; prior written notice; parental consent; access to educational records; opportunity to present complaints; the student's placement while due process proceedings are pending; procedures for students who are subject to placement in an interim alternative educational setting; requirements for unilateral placement by parents/guardians of students in private schools at public expense; mediation; due process hearings; state-level appeals; civil action; and attorney's fees.

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

Assurance:

"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."

Procedures:

The SAUSD SELPA shall conduct a reassessment of each student with a disability at least once every three years, but not more than once a year unless conditions warrant a reassessment or if the student's parent/guardian or teacher requests a reassessment and a new IEP to be developed.

Annual Assessments

The SAUSD SELPA procedures ensure that initial and subsequent triennial assessments are completed within required timelines. The student's IEP is scheduled for review by the IEP team at least once a year. Assessments and IEP meetings will take place within 60 calendar days of receipt of the signed assessment plan, not including official school breaks exceeding 5 days. In addition, a special review of services may be requested at any time by:

- Any staff member who provides services to, or who knows, the student and has a specific concern;
- The student's parent/guardian;
- A student whose educational rights were transferred at the age of 18.

Upon receipt of a written request, the IEP team case manager shall schedule a review meeting within 30 calendar days, not exceeding official school breaks of more than 5 days.

Parents/guardians and members of the IEP team must be notified by established notification procedures. The IEP team may:

- Review student progress on goals and objectives.
- Modify the IEP by referring the student for more intensive or less intensive services.
- Recommend the continuation of the current program.

Triennial Assessments

All reassessments are conducted within three calendar years of the last assessment or more frequently if requested by the student's parent/guardian or teacher.

The reassessment determines if the student continues to have a disability and if he/she continues to require special education and related services. It also determines how he/she is involved in and progressing in the general education curriculum. Assessment and IEP meetings shall be completed within 60 calendar days upon receipt of the signed assessment plan, not including official school breaks in excess of 5 days.

The SAUSD SELPA uses Special Education Information System (SEIS) to track IEPs and the due dates for annual and triennial reviews to ensure that timelines are met.

Assessment Plan

For all individuals referred for special education and related services with an area of suspected disability, an initial Assessment Plan is developed within 15 days of receipt of the referral. The Assessment Plan is developed based on intake interview information, SST findings and recommendations, or parent/guardian request for assessment. The Notice of Procedural Safeguards is included. If the referral is received with 10 days or fewer to the end of the school year, the assessment plan will be due to the parent/guardian within the first 10 days of the next school year.

An Assessment Plan is developed for all initial and triennial assessments or any time an individual (e.g., psychoeducational) assessment is conducted. The Assessment Plan contains the following:

- a. Reason for the proposed assessment, other options considered, interventions, and modifications attempted, and description of assessment procedures relevant to the proposed action;
- b. Description of the type of assessment, materials, and procedures;
- c. Assessment personnel identified by title and evaluation area;
- d. The student's primary language and English language proficiency status;
- e. A statement that tests and other assessment materials will be provided and administered in the student's primary language or other mode of communication, and if not, the reasons why it is clearly not feasible, including any independent evaluations;
- f. Results of recent assessments, including any available independent educational evaluations;
- g. Information the parent requests to be considered;
- h. The necessity for alternative modes of assessment, if appropriate;
- i. Parent consent and date.

The proposed Assessment Plan is provided in the primary language of the parent/guardian, unless to do so is clearly not feasible to do so, and written in language easily understood by the general population. Written consent of the parent/guardian is obtained prior to conducting the assessment.

The assessment will be completed within 60 days of receipt of the parent's/guardian's written consent (not counting days between the student's regular school sessions or terms or days of school vacation in excess of five school days from the date of receipt of referral).

Assessment Process

Assessments are conducted by qualified multi-disciplinary team members, including at least one teacher or specialist knowledgeable in the area of the suspected disability. Attention is given to the student's need for specialized services, materials, and equipment when the low incidence disabilities of visual impairment, deafness, hard of hearing, deaf-blindness, or orthopedic impairment are suspected. Students assessed for initial and three-year assessments have a vision and hearing screening unless parental permission is denied.

Assessment personnel are qualified and appropriately trained to administer and interpret test results and, when necessary, are knowledgeable and understanding of cultural and ethnic backgrounds and competent in both the oral and written skills of English Language Learners. When appropriate, an interpreter is used and reported in the evaluation.

Individuals are assessed in their primary language or other mode of communication unless it is clearly not feasible to do so. All areas of suspected disability are evaluated. Tests and materials used for evaluation are selected and administered so as not to be racially, culturally, or sexually discriminatory and to reflect the individual's skills and aptitude levels. The assessment process ensures that no single procedure or assessment is the sole criterion for determining placement. Staff work collaboratively to ensure that a student with a suspected low-incidence disability is assessed by qualified and trained personnel, in all areas related to the suspected disability, consistent with state guidelines.

Assessment Report

Assessment personnel prepare (a) written report(s) of the results of each assessment. Each report contains the following required components:

- a. Results of the test(s) administered in the primary language of the student by qualified personnel;
- b. A statement regarding the validity of the assessment;
- c. A statement regarding whether the tests are valid for the purpose for which they are used;
- d. Recommendations that support the student's needs in the classroom;
- e. If the student may need special education and related services;
- f. Relevant behavior noted during the observation of the student in an appropriate setting;
- g. The relationship of that behavior to the pupil's academic and social functioning;
- h. The educationally relevant health, developmental, and medical findings, if any;
- i. A determination of the effects of environmental, cultural, or economic disadvantage;
- j. For students with learning disabilities, whether there is such a discrepancy between achievement and ability that cannot be corrected without special education and related services;
- k. The need for specialized services, materials, and equipment for students with low

incidence disabilities, consistent with guidelines established pursuant to Section 56136;

- l. Consideration of independent assessments, if any; and
- m. The basis for making the determination of eligibility.

For a student with a suspected learning disability the members of the IEP team shall document the determination of eligibility including:

- a. Data obtained from standardized assessment instruments;
- b. Information provided by the parent/guardian;
- c. Information provided by the pupil's present teacher;
- d. Evidence of the pupil's performance in the general and/or special education classroom obtained from observations, work samples, and group test scores;
- e. Consideration of the pupil's age, particularly for young children; and
- f. Any additional relevant information.

A severe discrepancy shall not be primarily the result of limited school experience or poor school attendance.

Independent Educational Evaluations

If a parent/guardian disagrees with an assessment conducted by the District, the parent may inform the District in writing of the disagreement and request an independent educational evaluation (IEE). Upon receipt of a parent/guardian request for an IEE, the District must either initiate a due process hearing to show that its evaluation is appropriate, or provide the parents with information about how an IEE may be obtained at public expense and the applicable criteria for the evaluation.

8. Confidentiality: 20 USC Section 1412(a)(8)

Assurance:

“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.”

Procedure:

“Confidentiality” means the restriction of access to verbal and written communication, including clinical, medical, and educational records, to appropriate parties under Section 99.3 of Title 45 of the Code of Federal Regulations, Section 300.560 et seq. of Title 34 of the Code of Federal Regulations, Section 827, 4514, 5328, and 10850 of the Welfare and Institutions Code, Section 2890 of Title 17 of the California Code of Regulations, and Sections 49060 through 49079 of the Education Code.

Confidentiality

All information that specifically relates to a child's exceptional needs and/or family is to be kept confidential. Such information is to be shared only with other professionals as they need to know in order to effectively meet the student's educational needs. Any sharing of information outside the school system requires written consent from the parent/guardian except for transference of records in California.

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

Assurance:

“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.”

Procedure:

For children participating in early intervention programs assisted under Part C of the Individuals with Disabilities Education Act (IDEA), a transition conference is held when the child is between two years and six months and two years and nine months of age. At the transition conference, the team will discuss the child’s present levels of development, possible options for the child when he or she turns three years of age that are based on the child’s present levels of development, needs of the family during the six-month transition period, assessment needs of the child during the six-month transition period, equipment/program needs the child may have at the age of three.

At the transition meeting, the LEA representative, with the input from the parents/guardians and the Individual Family Service Plan (IFSP) transition team, will highlight the needed areas of assessment and the areas of suspected disability on the assessment plan. When the child turns two years and ten months, the LEA assessment team will contact the parents/guardians to have the assessment plan signed and to begin the assessment.

The exit IFSP meeting and initial IEP meeting are held together prior to the child’s third birthday with responsible agencies and potential service providers present. The district of residence shall attend the IEP meetings. The Regional Center Service Coordinator reviews the exit IFSP form with the team and ensures that all areas are discussed and completed. Continued eligibility for Regional Center services for the child is discussed. If appropriate, the LEA administrator or designee reviews the steps of the IEP portion of the meeting. The IEP document is written as the team discusses each section. If the child is eligible for services, special education and related services are discussed with the team, and service decisions are made.

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

Assurances:

“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.”

Procedure:

The SAUSD SELPA policy ensures that the SAUSD SELPA locates, identifies, and evaluates all children who may be eligible for special education and related services. Child Find activities for parentally placed private school children are similar to those activities undertaken for pupils in public schools.

IDEA 2004 determined that the District where the private school is located is responsible for conducting Child Find activities for activities enrolled by their parents/guardians in private schools. All districts in Orange County have signed a written agreement that states that the District of Residence of the private school student will be responsible for the assessment and determination of eligibility for special education and related services.

For private school students who are parentally placed, there is no individual right to receive some or all of the special education and related services that the student would receive if enrolled in a public school. The SELPA determines the scope and type of services after consultation with private school representatives. A proportionate share of the District's special education federal funds is utilized to provide services to parentally-placed private school students with disabilities.

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

Assurance:

“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 Education Code, Part 30.”

Procedure:

The SAUSD SELPA follows State and Federal guidelines in the assessment, identification, and provision of services to students with disabilities.

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

Assurance:

“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.”

Procedure:

The SAUSD SELPA participates with the Orange County Department of Education and other agencies in the development and maintenance of Interagency Agreements to ensure that all eligible students with disabilities receive appropriate services through designated agencies, as outlined in their IEPs.

13. Governance: 20 USC Section 1412(a)(13)

Assurance:

"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."

Procedure:

Membership

The SAUSD SELPA is a single district SELPA, composed of one local educational agency as described in Education Code Section 56195.1 (b), which exists for the purpose of providing coordinated general and special education programs and services to students with disabilities residing within the SELPA.

SAUSD SELPA develops and maintains a Local Plan that describes how it will provide special education services. This Local Plan must be approved by the California Department of Education (CDE) and include specific components outlined in the Education Code.

The Local Plan must be developed and updated cooperatively by a committee of representatives from special and general education, as well as parent members from the Community Advisory Committee (CAC) or parents selected by the CAC. This ensures adequate and effective participation and communication.

The Local Educational Agency SELPA must cooperatively assist with developing and updating the Local Plan as members of a committee, with participation by parent members of the CAC.

The CDE reviews the Local Plan to ensure it meets all requirements of special education law. If the CDE determines the proposed SELPA Local Plan has met all requirements, it may be approved. If not, a waiver and State Board of Education hearing may be required.

The CDE cannot make a final determination that an LEA is not eligible for assistance without first providing the LEA with reasonable notice and an opportunity for a hearing through the State Education Agency.

Governance and Administrative Structure

Governing Body

The governing body of the SAUSD SELPA is the Santa Ana Unified School District Board of Trustees, made up of five members.

The Board of Trustees Responsibilities shall include:

- Taking action on proposed amendments to the local plan.
- Taking action on proposed revisions to the income distribution agreement for federal, state and local funds allocated for special education programs.
- Taking action to approve or deny annual service and budget plans and revisions to those plans.
- Taking action to approve or deny resolutions, local interagency agreements and guidelines for the management and implementation of special education programs and services within the SELPA.

And, through the Superintendent:

- Supervising the recruitment and selection process for the SELPA Director.
- Directing that data can be gathered, interpreted, and reported regarding the implementation, administration and operation of the local plan.
- Monitoring planned and actual accomplishments of special education programs.

SAUSD SELPA Leadership Team

The SELPA Director meets regularly with members of the SELPA Leadership team in order to ensure application and coordination of SELPA business. These meetings shall be held as often as deemed necessary by the SELPA Director.

SAUSD SELPA Director

The SAUSD SELPA Director assumes overall management and leadership responsibility of the Local Plan, and reports to the Superintendent. The responsibilities of the SAUSD SELPA Director shall include:

- Coordination and implementation of the local plan.
- Oversight of development, implementation, supervision, and evaluation of programs and services.
- Oversight, recruitment, supervision, and evaluation of SELPA staff.
- Development and maintenance of interagency agreements with appropriate public agencies to ensure a full range of special education programs and services.
- Development of the annual service and budget plan.

- Collaborating in the allocation of and the use of state, federal, and local funds for special education programs.
- Developing policies, procedures, and local agreements for the implementation of state and federal statute special education requirements.
- Serving as a liaison to the Community Advisory Council.
- Monitoring compliance with state and federal laws.
- Ensuring preparation of program and fiscal reports required by the district and California Department of Education.
- Collaborating in development and implementation of a plan for professional development.
- Providing oversight technical assistance and consultation to staff in all areas of special education, including program development, staffing with highly qualified personnel, budget and spending, dispute resolution, complaint, and due process procedures.
- Establishing and maintaining a positive relationship with all departments and divisions within the district

SELPA Personnel

- It shall be the provision of the Board of Trustees of the Santa Ana Unified School district that the SAUSD SELPA shall employ any necessary administrative support to implement the plan.
- Under the supervision of the SELPA administrator, the duties of the SAUSD SELPA Leadership Team shall include:
 - Review and recommend program development and changes in order to assure the availability of appropriate special education services to all eligible students with disabilities.
 - Regularly (at least annually), review policy and procedure in order to update as necessary.
 - Review and recommend needed modification to the Local Plan with input from the CAC.
 - Review needs for professional development and work with staff to coordinate as appropriate.
 - Assist in hiring, supervising, and evaluating highly qualified staff.

- Assist in monitoring data relative to student outcomes.
- Collaborate with other departments to provide for the needs of students and staff (curriculum, technology, transportation, facilities, professional development, fiscal, etc.)
- Assist with interagency collaborative efforts
- Assist in monitoring fiscal allocation, budget, and expenditures
- Collaborate with other departments to provide for the needs of students and staff (curriculum, technology, transportation, facilities, professional development, fiscal, etc.)
- Assist with interagency collaborative efforts
- Assist in monitoring fiscal allocation, budget, and expenditures

Amendments and Review

The process used to develop the Local Plan will include the cooperative involvement by a committee of representatives of special and regular education teachers and administrators selected by the groups they represent, and with participation by parent members of the Community Advisory Committee, or parents selected by the Community Advisory Committee, to ensure adequate and effective participation and communication.

This Local Plan shall be reviewed whenever new legislation, regulations, and/or guidelines, or major changes in funding or services indicate the need for possible modification of the plan.

Amendments to the Local Plan may be proposed by the SELPA and shall be approved and implemented upon subsequent approval by the SAUSD Board of Trustees upon review by the Superintendent's Cabinet and subsequent approval of the State Superintendent. Nothing in this section shall modify the requirements of Education

Code 56836 requiring an annual budget and service plan. Changes or amendments to the permanent portion of the Local Plan may be considered during the annual service and budget plan process. Amendments approved in this manner would become permanent upon subsequent approval by the SAUSD Board of Trustees and the State Board of Education.

Suspension of Policies and Assurances:

Policies require frequent updating. The SAUSD Board of Trustees should not be forced into a position of strict adherence to policies and assurances that need revision or are out of compliance. By allowing the suspension of policy on the rare occasions when necessary, this policy ensures that the Board's capacity to govern will not be limited by out-of-date policies. The suspension is a temporary measure to give the Board of Trustees adequate time to study changing legislation or changing circumstances within the community.

Adopted Policies and Assurances shall be subject to suspension for a specified purpose and limited time by majority vote of all members of the Board of Trustees.

The SELPA Director may recommend suspension of all or part of any policy or administrative regulation when it conflicts with state or federal law or regulations. The SELPA Director shall report the conflict to the Board of Trustees. Subsequent approved suspension shall be valid until the policy or administrative regulation is rescinded, amended or reaffirmed.

Public Meetings:

In accordance with state open meeting laws (Brown Act), the Board of Trustees shall hold its meetings in public and shall conduct closed sessions during such meetings only as authorized by law. In order to encourage community involvement in the schools, Board meetings shall provide opportunities for questions and comments by members of the public and shall be conducted in accordance with law and Governing Body procedures.

Closed Sessions:

The Board of Trustees may hold closed sessions only for purposes identified in the law. The Governing Body may hold a Closed Session at any time during a regular or special meeting and during emergency meetings in accordance with law. The agenda shall contain a brief general description of all closed session items to be discussed. The Governing Body shall disclose in open meeting the items to be discussed in closed session. In the closed session, the Governing Body may consider only those matters covered in its statement.

The Board may hold Closed Sessions to consider personnel matters; consider employment or dismissal of an employee; give direction to its designated representative in negotiations; hear complaints or charges against any employee; or consider the expulsion, suspension, or disciplinary actions, or any other action, in connection with any pupil of the SAUSD SELPA, if a public hearing would lead to giving out of information concerning the pupil; and to consider legal matters within the attorney/client privilege. Discussion of the subject matters listed above, or any other matters authorized by law or Closed Session, shall be kept confidential except to the extent they are expressed in Board Minutes.

14. Personnel Qualifications

Assurance:

“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.”

Procedure:

The SAUSD SELPA, in collaboration with the SAUSD Human Resource Services Department, shall take steps to ensure that there is an adequate supply of qualified and adequately prepared special education, general education, and related services personnel.

Such steps shall include, but not be limited to, the following:

1. Widespread recruitment of teachers and support personnel;
2. Collaboration with surrounding colleges, in their teacher education programs, design and supervision of student teachers/interns;
3. Ongoing professional development activities for special education administrators, teachers, and support staff; and
4. Ongoing professional development activities for general education administrators, teachers, and support staff

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

Assurance:

“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.”

Procedure:

The SAUSD SELPA regularly updates the California Department of Education (CDE) with data through the California Longitudinal Pupil Achievement Data System (CALPADS) reporting program. Departments in the district work together to address the performance of children with disabilities related to the key performance indicators.

Among activities related to the State Performance Plan are ongoing review of programs and data monitoring. These include, but are not limited to:

- Review and analysis of CALPADS data
- Participation in the state’s Quality Assurance Process, Compliance and Improved Monitoring (CIM). The California Department of Education’s monitoring framework uses a tiered system that differentiates the level of monitoring and technical assistance support for each local educational agency (LEA) based on data analyses and that LEA’s need. At the core of the monitoring framework is the Compliance and Improvement Monitoring (CIM) process. LEAs in targeted or intensive monitoring for performance are required to participate in and complete the CIM process as part of their ongoing, annual monitoring activity. The CIM process is a series of steps and activities aimed at the state identifying and assisting LEAs to identify areas for correction and improvement and developing an integrated plan to address them. This process is built to ensure that LEAs, with differentiated levels of involvement and review, examine a wide-range of both compliance and performance data and identify the root causes of areas of concern so that an effective improvement plan can be developed and implemented.

The CIM is a multi-year process and recognizes that meaningful improvement likely does not occur in a short period of time and requires sustained focus on the areas in need of improvement to effect positive outcomes for students with disabilities (SWDs).

- Provision of ongoing training and technical assistance regarding compliance in special education procedures
- Collection and examination of data regarding the over/under representation of racially, ethnically, linguistically and culturally diverse students in order to determine whether an imbalance exists

- Collection and examination of data regarding IEP and assessment timelines
- Student outcome data relative to State Testing

16. Participation in Assessments: 20 USC Section 1412(a)(16)

Assurance:

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

Procedure:

Students with disabilities are included in general state and district-wide assessment programs, with appropriate accommodations or modifications, where necessary. Each student's IEP team shall determine, at least on an annual basis, the individual accommodations/modifications in the administration of state or district-wide assessments necessary to minimize the impact of the student's disability on test performance. If the IEP team determines that the child will not participate in a particular State or district-wide assessment of student achievement, or part of an assessment, the IEP shall include a statement of why that assessment is not appropriate for the student and how the student will be assessed.

Students with significant cognitive disabilities may be eligible to participate in the state alternate assessment system, in accordance with state guidelines for determination of appropriate assessment participation.

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

Assurance:

“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.”

Procedure:

Students with disabilities are first and foremost general education students, and thus their base funding is the same as any other student. Part B funds are used to supplement the base funding and provide those specialized supports and services outlined in a student's IEP.

18. Maintenance of Effort: 20 USC Section 1412(a)(18)

Assurance:

"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."

Procedure:

The state is the "grantor" of federal funds and the SAUSD SELPA is the recipient of the grants. MOE on the part of the SELPA is monitored by the California Department of Education (CDE). The expenditure data of the SELPA will determine if the SAUSD SELPA has met the MOE requirements.

In the event that CDE determines the SAUSD SELPA has not met MOE by comparing budgeted expenditures of the current fiscal year to unaudited actual expenditures of the prior fiscal year (October 15 data submission), the SELPA will not be eligible to receive federal special education funding.

Three Part MOE Test Process:

Test 1: SELPA Test: The SELPA's state and local special education budget is at least equal to that which was spent in the prior year, either in total or on a per-capita basis.

Test 2: SELPA Test: The SELPA can treat up to 20% of its increase in Federal Part B IDEA funds as local funds, which may result in meeting the MOE requirement.

Test 3: LEA Test: The SELPA can determine if the reduction in budgeted expenditures, as determined from Tests 1 and 2, was due to any of the following events.

Amounts associated with these will be offset against the budget reduction (either on combined state and local expenditures or on local expenditures only) to determine if the reduction is exempted, in full or in part, due to these causes.

1. Voluntary departure, by retirement or otherwise, or departure for just cause, of special education or related services personnel, who are replaced by qualified, lower-salaried staff.
2. A decrease in the enrollment of children with disabilities.
3. The termination of the obligation of the agency to provide a program of special education to a particular child with a disability that is an exceptionally costly program, as determined by the CDE, because the child:

- Has left the jurisdiction of the agency;
 - Has reached the age at which the obligation of the agency to provide free, appropriate public education (FAPE); or
 - No longer needs the program of special education
4. The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities.

19. Public Participation: 20 USC Section 1412(a)(19)

Assurance:

“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.”

Procedure:

Members of the public, including parents/guardians of students with disabilities who are receiving services under the Local Plan, may address questions or concerns at regularly scheduled meetings according to Brown Act requirements to receive and take action on information or business related to special education and the administration of the SAUSD SELPA

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

Assurance:

“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.”

Procedure:

California has extensive law with regard to suspension and expulsion. Educational opportunities are provided to all expelled students. The principal of each school is responsible for keeping detailed records and reporting each incident to the district and Board of Education. The district, in turn, is responsible for reporting annually to the California Department of Education (CDE) data on the numbers of students recommended for expulsion, the grounds for the recommendation, the action taken, the type of referral for education, and the disposition of the pupil at the end of the expulsion period. The CDE analyzes the data to determine if a LEA has a significant discrepancy from state averages. Failure to submit a timely report requires the state superintendent to withhold further apportionment of funds to the LEA.

The California Code of Regulations requires LEAs to report annually to the CDE all events requiring an “emergency behavioral report: indicating a student with a disability has had an event of serious behavior, the nature of which could be grounds for suspension or expulsion.” The CDE is required annually to provide the data from these reports to the Commission on Special Education. Excessive suspension and expulsion rates will trigger an action for CDE and the SAUSD SELPA staff to work towards a resolution to the problem. Such an indicator may also target the LEA for an on-site review if a timely and satisfactory resolution has not been implemented.

In accordance with federal requirements: it shall be the policy of the SAUSD SELPA that the state prescribed data rates on suspension and expulsion will be collected on the District’s CALPADS system. The data will be reported to the State Department of Education as directed by State guidelines.

21. Access to Instructional Materials—20 USC Section 1412(a)(23)

Assurance:

“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.”

Procedure:

Students with print disabilities have access to appropriate instructional materials including Braille materials, large printed, and record media. Materials are transcribed into Braille as required by the unique needs of each student.

These materials may be obtained by contacting the visual impairment teacher(s), the assistive technology specialist, or the special education administrator overseeing visual impairment services.

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

Assurance:

"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."

Procedure:

The SAUSD SELPA provides technical support and training on assessment methodology, data review and analysis, and root causes for equity issues.

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

Assurance:

“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.”

Procedure:

The SAUSD SELPA ensures that no student is unfairly burdened or discriminated against by being required to obtain a prescription for a substance covered by the Controlled Substances Act (CSA) as a condition of attending school or receiving a special education assessment and/or services. It upholds the principles of fairness, equal access to education, and the protection of student rights. This applies to all personnel within SAUSD, including but not limited to teachers, administrators, counselors, and support staff, involved in the educational assessment and provision of services to students. SAUSD makes several assurances to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act (CSA) as a condition of attending school or receiving a special education assessment and/or services. These assurances include:

- **Policy Implementation:** The implementation of clear policies that explicitly prohibit school personnel from imposing the requirement of a prescription for controlled substances on students as a condition for attending school or receiving special education assessments or services.
- **Training and Awareness:** School personnel receive training and ongoing professional development to raise awareness of the rights of students with disabilities, including those related to medical conditions and access to education without discrimination.
- **Non-Discrimination:** SAUSD affirms their commitment to non-discrimination and equal access to education for all students, regardless of their medical condition or treatment plan. They emphasize that no student should be denied educational opportunities or services based on their prescription status for controlled substances.
- **Educational Access:** No student shall be denied access to education, participation in school activities, or eligibility for special education assessments or services solely based on their medical condition, including the absence of a prescription for a controlled substance.

- Individualized Plans for Students with Disabilities: SAUSD ensures that the development of Individualized Education Plans (IEPs) or 504 Plans are based on the individual needs of students with disabilities, without consideration of their prescription status for controlled substances. Alternative strategies and accommodations are explored to address students' educational needs effectively.
- Parent/Guardian Involvement: SAUSD involves parents or guardians in discussions regarding their child's educational needs and any potential accommodations or services required. They emphasize the importance of parental input in determining appropriate interventions and support strategies.
- Confidentiality: SAUSD maintains strict confidentiality regarding any information related to a student's medical condition, treatment plan, or prescription status. They ensure compliance with applicable laws and regulations, including the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA).

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

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

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

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SELPA Santa Ana Unified School District

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TABLE 1

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

D-1. Special Education Revenue by Source

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

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	35,622,997	62.02%
AB 602 Property Taxes		0.00%
Federal IDEA Part B	10,788,425	18.78%
Federal IDEA Part C	282,678	0.49%
State Infant/Toddler	520,230	0.91%
State Mental Health	3,463,316	6.03%
Federal Mental Health	565,829	0.99%
Other Projected Revenue	6,197,261	10.79%
Total Projected Revenue:	57,440,736	100.00%

D-2. "Other Revenue" Source Identification

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

The other revenue(s) consists of: Workability (Res6520), Local Revenue for bill backs (Res6500) from other districts, Medi-Cal Funds (Fdres010016 & 019640), Reimbursement for student wages from DOR (Res6500)

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

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

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TABLE 2

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

D-4. Total Projected Budget by Object Code

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

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	74,216,000	39.35%
Object Code 2000—Classified Salaries	31,435,000	16.67%
Object Code 3000—Employee Benefits	51,746,000	27.43%
Object Code 4000—Supplies	1,100,000	0.58%
Object Code 5000—Services and Operations	25,775,000	13.66%
Object Code 6000—Capital Outlay		0.00%
Object Code 7000—Other Outgo and Financing	4,352,000	2.31%
Total Projected Expenditures:	188,624,000	100.00%

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

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

D-6. Code 7000—Other Outgo and Financing

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

The expenditures in object code 7000 are for tuition fees for county Special schools and the indirect cost applied to programs.

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SELPA Santa Ana Unified School DistrictFiscal Year 2024-25**TABLE 3****Federal, State, and Local Revenue Summary (Items D-7 to D-8)****D-7. Federal Categorical, State Categorical, and Local Unrestricted Funding**

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

Revenue Source	Amount	Percentage of Total Funding
Projected State Special Education Revenue	39,606,543	68.95%
Projected Federal Revenue	11,636,932	20.26%
Local Contribution	6,197,261	10.79%
Total Revenue from all Sources:	57,440,736	100.00%

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

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

D-9. Special Education Local Plan Area Allocation Plan

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

The SELPA consists of one district

- b. ☒ YES ☐ NO

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

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SELPA **Santa Ana Unified School District**Fiscal Year **2024-25****TABLE 4****Special Education Local Plan Area Expenditures (Items D-10 to D-11)****D-10. Regionalized Operations Budget**

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

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	74,216,000	39.35%
Object Code 2000—Classified Salaries	31,435,000	16.67%
Object Code 3000—Employee Benefits	51,746,000	27.43%
Object Code 4000—Supplies	1,100,000	0.58%
Object Code 5000—Services and Operations	25,775,000	13.66%
Object Code 6000—Capital Outlay		0.00%
Object Code 7000—Other Outgo and Financing	4,352,000	2.31%
Total Projected Operating Expenditures:	188,624,000	100.00%

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

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

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TABLE 5

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

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

D-12. Defined Goals for Students with LI Disabilities

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

☒ YES ☐ NO

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

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

66,544,000

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

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

4,273,000

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

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

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

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

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

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

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

- ☒ 330—Specialized Academic Instruction/
Specially Designed Instruction

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

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

☐ Service is Not Currently Provided

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

☐ *Service is Not Currently Provided*

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

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

No infants require this service.

☐ 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.

The Santa Ana Unified SELPA serves infants and toddlers with solely low incidence disabilities. Diet and nutrition needs are met through the Regional Center of Orange County.

☒ 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 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

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Individual Family Service Plan (IFSP); providing families with information, skills, and support related to enhancing the skill 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.

Individualized aide support in the home is provided to families by the Orange County Regional Center.

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

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

Respite Care is provided to families through Orange County Regional Center.

☒ 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.

☐ *Service is Not Currently Provided*

☒ 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) (Ages 3 through 5 only).

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☐ *Service is Not Currently Provided*

☒ 415–Speech and Language

☐ *Service is Not Currently Provided*

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

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

☒ 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 (CEC 49423.5 (d)).

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☒ 436--Health and Nursing: Other

☐ *Service is Not Currently Provided*

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

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

☒ 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. 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 provided based upon recommendation of the IEP team and by a qualified occupational therapist registered with the American Occupational Therapy Certification Board. (CCR Title 5 §. 3051.6, EC Part 30 §56363).

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

☒ 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).

☐ *Service is Not Currently Provided*

☒ 515—Counseling and Guidance

☐ *Service is Not Currently Provided*

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

Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on aspects, such as educational, career, personal; 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

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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 §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).

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☒ 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)).

☐ 540—Day Treatment

☒ *Service is Not Currently Provided*

☒ 545—Residential Treatment

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

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

☐ *Service is Not Currently Provided*

☒ 610—Specialized Service for Low Incidence Disabilities

☐ *Service is Not Currently Provided*

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

Low incidence services are defined as those provided to the student population 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

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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. 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, as well as planning, organizing, and implementing audiology programs. 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. (CAC Title 5 §3030(d), EC 56364.1).

☒ 730–Orientation and Mobility

☐ *Service is Not Currently Provided*

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

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

☒ 735–Braille Transcription

☐ *Service is Not Currently Provided*

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

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

The District does not currently serve any students who require this service in order to receive FAPE. If a student's IEP team makes a determination of need for this service, the District will make the service available.

☐ 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.

The District does not currently serve any students who require this service in order to receive FAPE. If a student's IEP team makes a determination of need for this service, the District will make the service available.

☐ 750–Note Taking

☒ *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.

☐ 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.

☐ 760--Recreation Service, Including
Therapeutic Recreation

☒ *Service is Not Currently Provided*

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

☒ 820--College Awareness

☐ *Service is Not Currently Provided*

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

☒ 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.

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☒ 840–Career Awareness

☐ *Service is Not Currently Provided*

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

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 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*

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

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

☒ 865–Agency Linkages (referral and placement)

☐ *Service is Not Currently Provided*

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

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*

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

Orientation and mobility services-- (i) Means services provided to blind or visually impaired children by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community.

☒ 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.

☐ *Service is Not Currently Provided*



Description of the "Other Related Service"

Any other specialized service required for a student with a disability to receive educational benefit. This service must be included in the California Department of

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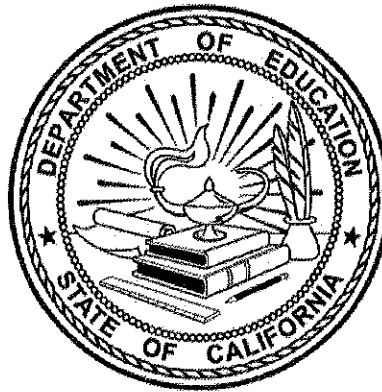
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Education (CDE) approved Local Plan.

Qualifications of the Provider Delivering "Other Related Service"

Education Specialist

LOCAL PLAN
Attachments
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

INTENTIONALLY

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Attachment I—Local Educational Agency Listing

Participating Local Educational Agency Identification

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

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

To Add or Delete Rows:

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

LEA Membership Changes:

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

SELPA County/District/School Codes

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

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Add or Delete Row	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxx	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	66670	0		Santa Ana Unified School District	Gloria	Olamendi	714-558-5832	gloria.olamendi@sauisd.us	Previously Reported

[illegible]