Irvine USD SELPA

2021-22 Local Plan

2021-22 Annual Budget Plan

2021-22 Annual Service Plan

2021-22 Local Plan Attachments

Special Education Local Plan Area (SELPA) Local Plan

SELPA | Irvine USD | Fiscal Year | 2021–22

LOCAL PLAN

Section A: Contacts and Certifications

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education

Special Education Division

2021–22 Local Plan Annual Submission

SELPA | Irvine USD | Fiscal Year | 2021–22

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

SELPA: Irvine USD | Fiscal Year: 2021–22

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: 3014

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	Irvine USD		
Street Address	5050 Barranca Parkway	Zip Code	92604-4652
City	Irvine	County	Orange
Mailing Address	5050 Barranca Parkway		
City	Irvine	Zip Code	92604
Administrator First Name	Melanie	Administrator Last Name	Hertig
Administrator Title	Executive Director		
Administrator's Email	melaniehertig@iusd.org		
Telephone	(949) 936-5234	Extension	

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	Irvine USD		
Street Address	5050 Barranca Parkway	Zip Code	92604

Section A: Contacts and Certifications

SELPA	Irvine USD	Fiscal Year	2021–22

City	Irvine	County	Orange
Contact First Name	Terry	Last Name	Walker
Contact Title	Superintendent		
Email	terrywalker@iusd.org		
Telephone	(949) 936-5000	Extension	

Special Education Local Plan Area Review Requirements

Community Advisory Committee

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

☑ Yes ☐ No

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

The Local Plan was submitted to the CAC on: Apr 26, 2021

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 my select the "checkbox" next to the COE entry and the "Delete COE" to remove entries as necessary.

Section A: Contacts and Certifications

SELPA: Irvine USD

Fiscal Year: 2021–22

☑ COE responsible for approving the Local Plan

Orange

Local Plan section(s) was/were provided to the COE(s) listed for approval on: Apr 28, 2021

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: Jun 4, 2021

SELPA Public Hearing Date: Jun 22, 2021

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

Most Recent School Site Posting Date: Jun 4, 2021

SELPA Public Hearing Date: Jun 22, 2021

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: Irvine USD

Fiscal Year: 2021–22

- [x] 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	Prior to 2014
Section D: Annual Budget Plan	2020-21
Section E: Annual Service Plan	2020-21

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
-	Irvine CAC	Bernadette Ah-Hing	CAC	Multiple
-	Irvine USD	Tammy Blakely	Administrator-Gen. Ed.	Section B
-	Irvine USD	Becky Myers	Other	Section D
-	Irvine USD	Melanie Hertig	Administrator-Spec. Ed.	All
-	Irvine USD	Jennifer O'Malley	Administrator-Spec. Ed.	All

SELPA: Irvine USD

Fiscal Year: 2021–22

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: 1
- [■] Certification 4: CAC (Required for all SELPA Local Plan Sections B, D, and E)
- [■] Certification 5: LEA (Required for all SELPA Local Plan Sections B, D, and E)

  Number Submitted: 1

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 2021–22 CDE Local Plan Submission template provided, resulting in a delay in approval and funding.

Section A: Contacts and Certifications

SELPA | Irvine USD | Fiscal Year | 2021–22

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.

IUSD.org

Terry Walker — Administrative Entity* — **Jun 22, 2021** — Date

Paul Bakota — SELPA Governance Council or Responsible Individual — **Jun 22, 2021** — Date

Section A: Contacts and Certifications

SELPA | Irvine USD | Fiscal Year | 2021–22

Melanie Hertig Melanie C. Hertig | **Jun 22, 2021**

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 | Irvine USD | Fiscal Year | 2021–22

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

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

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

C2-2. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

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

C2-3. The SELPA reviewed and considered comments provided by the CAC regarding this Local Plan submission.

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

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

IUSD.org

Terry Walker — **Jun 22, 2021**

Administrative Entity* — Date

Paul Bakota — **Jun 22, 2021**

SELPA Governance Council or Responsible Individual — Date

Section A: Contacts and Certifications

SELPA	Irvine USD	Fiscal Year	2021–22

Melanie Hertig		**Jun 22, 2021**
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.

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

SELPA Irvine **Fiscal Year** 2021–22

Certification 3: County Superintendent

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

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

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

☐ *Yes* ■ No

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

■ Yes ☐ No

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

■ Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or

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

☐ COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

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

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

SELPA Irvine **Fiscal Year** 2021–22

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

www.iusd.org

County Superintendent

5-5-21

Date

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

SELPA Irvine USD **Fiscal Year** 2020–21

Certification 4: Community Advisory Committee

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

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

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

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

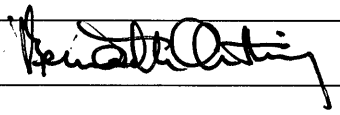
☐ Yes ☒ No (If the answer is "NO," please include comments.)

Comments: The Orange County Office of Education (OCDE) requested to review the Irvine USD Local Plan prior to the term of the CAC 30 day review. OCDE approved the Irvine Local Plan based on element requirements set forth by CDE. If there were substantive changes to the Irvine Local Plan, based on CAC input, Irvine SELPA would resubmit to OCDE for a second review. The CAC did have more than 30 days to review the Local Plan prior to submission to the CDE.

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

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

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

Bernadette Ah-Hing  10.22.2021

CAC Chairperson Date

SELPA Irvine USD **Fiscal Year** 2020–21

Certification 5: Participating 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 Irvine USD

C5-1. 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).

C5-2. The LEA superintendent (for a district or COE LEA) or chief administrator (for a charter LEA) ensures the current Local Plan, Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: Annual Service Plan, including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

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

https://iusd.org/department/special-education

C5-3. Certification 5 must be signed by the LEA superintendent (district LEAs) or chief administrator (charter LEAs).

a. If the submission is an amendment to Local Plan Section D: Annual Budget Plan and/or

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

SELPA Irvine USD **Fiscal Year** 2020–21

Section E: Annual Service Plan submitted during fiscal year 2021–22, then only the newly affected LEAs are required to submit Certification 5 with the amendment(s).

b. 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.

Terry Walker **Jun 22, 2021**

LEA Superintendent/Chief Administrator Date

Special Education Local Plan Area (SELPA) Local Plan

SELPA Irvine **Fiscal Year** 2021-22

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education

Special Education Division

January 2020

SELPA | Irvine | Fiscal Year | 2021-22

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:

Irvine Unified School District is located within the City of Irvine. Irvine is a master planned metropolitan area located in Orange County with a population of approximately 277,000 residents. The Irvine Unified School District was founded in 1972, serves a 59.94 square mile area, which covers all of the city of Irvine and a small section of the city of Tustin.

The Irvine Unified School District comprises a community of learners, committed to the highest quality educational experience. Irvine Unified School District educates a diverse population of 36,000 students in 24 elementary schools, 1 early childhood learning center, 4 K-8 schools, 6 middle schools, 5 comprehensive high schools, 1 alternative high school and 1 adult transition campus. The Irvine Unified School District meets the size and scope requirements to operate as a single district Special Education Local Plan Area (SELPA). The Governing Board of the District elects to operate as a single district SELPA, and as such, it is the governing body of the Irvine SELPA.

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:

a. Governance Structure

The Governing Board of the Irvine Unified School District elects to operate as a single district SELPA, and as such, it is the governing body of this plan and is solely responsible for the approval of policies governing this Local Plan for Special Education. The Irvine Unified School District is designated as the Administrative Unit (AU) for the SELPA. The SELPA shall include all schools sites located within the district, and will serve all eligible individuals with exceptional needs residing within the boundaries of the District. The Irvine Unified School District Board is comprised of 5 regionally elected Board members. The Superintendent acts as an advisor to the Board of Education. All meetings of the SELPA Governing Board shall be held according to law and shall be consistent with Brown Act related regulations. The SELPA Executive Director is responsible for coordination of the SELPA and implementation of the local plan. The Governing

Board shall be responsible for administrative functions such as, but not limited to:

• Approval of the Local Plan for Special Education

• Adoption of the District Budget

• Adoption of District Policies relating to Special Education

• Sets policy for the governing local plan for special education

• Employment of Special Education Local Plan Area's personnel

b. Responsibilities of the Governing Body:

The Irvine Governing Board is responsible for the special education programs operated within its jurisdiction. The policy-making responsibilities of the Board include:

• Approving the SELPA Local Plan

• Approving the Annual Service and Budget Plan

• Coordinating and implementing the Irvine SELPA Local Plan through the designated representative, the SELPA Executive Director

• Adopting SELPA policies, administrative regulations, procedures, resolutions and guidelines for the management and implementations of special education programs and services within the SELPA.

• Approving appointments to the CAC and considering recommendations from the CAC

c. Responsibilities of the District Superintendent

The Superintendent is the Chief Executive Officer for the school district. In this capacity, the Superintendent is responsible for coordinating district and regionalized special education programs and services. These responsibilities include:

• Recommending to the Governing Board the approval of the SELPA Local Plan

• Recommending to the Governing Board adoption of district/SELPA policies pertaining to special education.

• Recommending the Annual Budget and staffing for special education services to the Governing Board as part of the district/SELPA's total budget in the service plan.

• Recommending allocation of resources to the SELPA in accordance with the Local Plan

• Participating in the selection and evaluation of the SELPA Executive Director

• Delegating SELPA responsibilities to the SELPA Executive Director and Assistant Superintendent for coordination and monitoring of special education services in accordance with the SELPA Local Plan

• Ensuring the district's/SELPA's compliance with State and Federal laws and regulations, as they pertain to individuals with exceptional needs, and the provision of due process through the SELPA Executive Director.

d. Responsibilities of the SELPA Executive Director:

The administrative structure of the Irvine Unified School District will determine to whom the SELPA Executive Director reports. The SELPA Executive Director shall inform the School Board and Superintendent of legislative changes, proposals, trends and concerns related to the provision of services for students with exceptional needs. The SELPA Executive Director is responsible to implement the SELPA Local Plan, including the following services and operations:

• Providing coordination and overseeing implementation of the SELPA Local Plan

• Maintaining and monitoring of a SELPA system of internal program review, evaluation and accountability

• Monitoring compliance with federal and state laws and regulations to ensure that procedural safeguards are in place and implemented throughout the SELPA

• Overseeing compliance of Child Find requirements

• Monitoring of the collection of data and facilitating transmission of required district, county, state and federal SELPA reports

• Advising the Superintendent, Cabinet, and Board of Trustees regarding special education laws and legislative changes that will impact the SELPA

• Monitoring and overseeing CDE reviews, verification reviews and complaints related to special education programs

• Assisting and participating in activities of the CAC

• Monitoring of the appropriate use and budgeting of federal, state and local funds allocated for special education programs

• Participating in the development of the Annual Service and Budget plans

• Providing information to the Superintendent and Chief Financial Officer of fiscal requirements and changes regarding the budget for special education programs and the SELPA

• Participating in the development of agreements and contracts with non-public school, non-public agencies, other SELPAs and other agencies

• Consulting with private schools within the SELPA for provision of services for eligible private school students

• Participating as a liaison between and among the SELPA, the California State Department of Education, the Governing Board, the Community Advisory Committee and Federal Office of Special Education Programs

• Providing technical assistance and consultation to District staff in all areas of special education, including complaint and due process procedures

e. Responsibilities of Special Education Directors, Coordinators and Program Specialists :

Special Education Directors, Coordinators, and Program Specialists serve under the direction of the SELPA Executive Director and assist in the management and delivery of all special education programs and services. Responsibilities of Special Education Administrative staff include:

• Observing, consulting with, and assisting special education teachers and support staff

• Planning programs, overseeing programs and designating staff to provide appropriate special education programs

• Coordinating student placements according to student IEPs

• Participating in the development and implementation of SELPA/District forms, policies, and procedures

• Coordinating and providing support for special education staff in implementing core and modified curriculum for special education students

• Sharing in the design and evaluation of special education programs

• Supporting school staff in developing and monitoring instructional programs and innovation of special methods and approaches including inclusive practices.

• Participating in and facilitating IEP team meetings, as necessary

• Assisting in mediation, due process hearings and compliance proceedings by providing expertise in knowledge of special education law and regulations, as well as programs and appropriate interventions available throughout the SELPA/district

• Participating in the planning and/or provision of professional development and training for general and special education teachers, administrators, support staff and parents

• Assisting as liaisons to various district committees and community agencies

• Assisting site administrators in hiring, assigning and training teachers and para-educators in collaboration with the Human Resource Department and Educational Services Department

• Supporting the development and implementation, as needed, of the IEP for special education students served in the SELPA.

• Assisting with coordination of career and vocational education and transition services, including Workability

• Coordinating, consulting and supporting program development in an area of expertise to support school personnel, parents and other public and private agency personnel

• Participating in the SELPA/district response to CDE reviews, verification reviews and complaints related to special education programs

• Monitoring and participation in the collection of data and for required district, county, state and federal SELPA/district reports

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:

Irvine USD is responsible for implementing those services identified in the Annual Service Plan and provided for in the Annual Budget Plan. Students eligible for special education services provided within the region are defined as those students physically residing within the geographic boundaries of the District, students who are granted interdistrict transfers, and students attending a charter school sponsored by the District where Irvine USD has been identified as the SELPA for the charter. However, when Irvine USD is unable to provide an appropriate program for an individual student, it shall arrange for an appropriate placement, through an Individualized Education Team meeting with other agencies as required to meet the needs of the student.

Participating agencies may enter into additional contractual arrangements with Irvine USD to meet the requirements of applicable federal and state law. In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the

plan. Each agency shall provide special education and services to all eligible students, including students attending charter schools where Irvine USD has granted that charter and the Irvine USD is the SELPA for the charter school. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in Irvine USD programs. Such cooperation ensures that a range of program options is available throughout the Irvine USD Special Education Local Plan Area.

The concept of regional services is to provide a continuum of options necessary to ensure appropriate special education services to students with disabilities are available. The District will coordinate with the Orange County Office of Education as well as other Orange County School Districts for those students who require regionalized services offered outside the District, or to provide other necessary and appropriate services not available in the District.

'Regionalized services' does not mean that every service and placement required for students with disabilities must be available at each site. The concept of regionalized service is to ensure that, even for those services that are less frequently needed, the services will be available within the District or region at District expense. It further means that the District is responsible to provide those services required by a child's Individual Education Program (IEP).

The District has elected to provide some special education services in regionalized settings. For example, for students with autism or other severe disabilities requiring more intensive or low incidence services, regionalized services are those services only provided at selected sites within the District. The District intentionally makes program location decisions with the intent for students to be served as close to their home schools as feasibly possible. When opportunities arise to open an additional specialized program in a region, the District prioritizes this option. Transportation is provided for any such student to receive those services who is not on an interdistrict transfer at the parent request.

4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan:

The Irvine USD/SELPA ensures that a full continuum of program options are available and has determined that:

Program options, as appropriate to the student's needs, are available at local neighborhood schools to the extent possible. The majority of special education programs, to the maximum extent appropriate to student's needs, are housed on regular school campuses and dispersed throughout the district. When a scarcity of population or other factors prevent the Irvine USD/ SELPA from directly providing a required service for its students, the District may coordinate and collaborate with the Orange County Department of Education for services for children whose service needs cannot be met within the District.

The county provides services to student with Individual Education Programs (IEPs) who are enrolled in Special Day Class settings, County Community Day Schools, County Juvenile

Schools and Adult Detention facilities as identified in the Annual Service Plan. In addition, the county provides Differentiated Assistance and certified the Local Plan.

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

Approval of a new charter school, or renewal of an existing charter school is the responsibility of the Governing Board of the District. The Governing Board of the District, or designee, ensures that the charter school responds to District and SELPA guidelines and timelines as they relate to special education. The Superintendent, Assistant Superintendent of Educational Services, or designee shall review all proposed charter petitions, including petitions for renewal, and advise the Governing Board on whether the petition contains reasonable assurances that all eligible students enrolled in the charter school will receive appropriate special education services in accordance with state and federal law and the SELPA Local Plan for Special Education.

All students enrolled in charter schools are entitled to special education services provided in a similar manner to students enrolled in other public schools. The chartering entity will be responsible for ensuring that all children with disabilities enrolled in the charter school receive special education and designated instruction and services in a manner that is consistent with all applicable provisions of state and federal law. Charter schools within the SELPA shall not discriminate against any pupil in its admission criteria on the basis of disability.

Charter petitioners must delineate in their petition or in a memorandum of understanding (MOU), the entity responsible for providing special education instruction and services. This document must reference any anticipated sharing of deficits in funding. This document must affirm, in writing, that the district where the students reside, if different from the chartering entity, is not responsible for providing special services to students that are enrolled in the charter schools.

Children with disabilities and their parents shall retain all rights under the IDEA. Each charter petition must contain a comprehensive description of the charter school's education program, including identification, assessment and provision of special education services as identified in the Irvine Unified School District SELPA Local Plan.

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:

Irvine SELPA has established a community advisory committee for special education.

The Irvine SELPA Community Advisory Committee (CAC) is comprised of parents of persons with disabilities enrolled in public or non-public schools within the Irvine SELPA and may include students and adults with disabilities, general education teachers, special education providers,

and other school personnel within the Irvine SELPA, representatives of other public and non-public agencies, and persons concerned with the education of persons with disabilities. The Irvine School Board shall approve officers to the CAC who have been nominated by the CAC membership for a chair position. Irvine SELPA shall establish policies for the operation of the CAC and the state regulations for CAC responsibilities (see Community Advisory Committee By-Laws).

In order to support the activities of the CAC, the Irvine SELPA shall provide clerical support, facility space for the purpose of conducting business meetings and/or parent trainings, and support with necessary communication either through district mail or email.

The majority of voting members shall be parents of students with disabilities. The CAC shall serve in an advisory capacity to the SELPA administration [EC 56190-56193]. The responsibilities of the CAC shall include but not limited to:

• Advise in the development, amendment and review of the Local Plan. The CAC shall have a minimum of thirty days to review the Local Plan prior to submission to the State Board of Education. [56205(b)(6)]

• Recommend priorities to be addressed by the plan

• Facilitate parent training on special education programs, issues, rights and responsibilities, leadership development, and other issues as identified by parents in the CAC

• Encourage community involvement in local schools

• Support district-wide and local school activities on behalf of individuals with disabilities

• Assisting in parent awareness of the importance of regular school attendance

• Act in a support role to individuals and parents of individuals with exceptional needs

• Assist in recruiting volunteers who may contribute to parent activities and training

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:

LOCAL PLAN DEVELOPMENT

The Local Plan shall be reviewed at least every three years or whenever new state or federal legislation, regulations, and/or guidelines, or major changes in funding or services indicate the need for possible modification of the Local Plan or there is a change to the governance structure, membership or policy making process of the SELPA. Changes or amendments to the permanent portion of the Local Plan may be considered during the Annual Service and Budget

Plan process.

The process used to amend and review the Local Plan will include the cooperative involvement by representatives of special and regular education teachers and administrators and with participation by parent members of the CAC, or parents selected by the CAC, to ensure adequate and effective participation and communication. The CAC shall act in an advisory capacity in the Local Plan revision process. Nothing in this section shall modify the requirements of Education Code section 56205 requiring an annual budget and annual service plan. Amendments to the Local Plan may be proposed by the SELPA and upon review by the County Office and subsequent approval of the State Superintendent, approved.

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan:

The SELPA Executive Director shall be responsible to monitor on an annual basis the appropriate use of all funds allocated for special education programs. Final determinations and action regarding the appropriate use of special education funds shall be made through the Annual Budget Plan process. Funds allocated for special education programs shall be used for services to students with disabilities. Federal funds under Part B of IDEA may be used for the following activities: For the costs of special education, related services, supplementary aides and services provided in a general education class or other education-related setting, to a child with a disability in accordance with the IEP for the child, even if one or more non-disabled children benefit from these services and to develop and implement a fully integrated and coordinated services system.

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

As a single district SELPA, Irvine USD is the Responsible Local Agency (RLA) and acts as the Administrative Unit. The Board is the governing board of the RLA. The responsibilities of the RLA include the following:

- Receipt and allocation of regionalized services, funds, and the provision of administrative support.
- Employment and evaluation of the SELPA staff using District-adopted employment and evaluation procedures. It shall be the responsibility of the Superintendent or their designee, to evaluate the SELPA Executive Director.
- Implement policies and procedures for special education programs and services provided in the SELPA, according to the Local Plan and the Board's direction. Such policies and procedures shall include, but not be limited to, all areas specified in applicable sections of the

Education Code.

- Upon the recommendation of the Superintendent, the Board, as the governing board of the RLA, is responsible for approval of the annual service and budget plans. The development of the annual service and budget plans shall coincide with the District budget process.

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:

The Irvine SELPA shall consider the needs of the individual student and the recommendations of the IEP team when entering into agreements with other Districts, County Office of Education, Non-Public Agencies, Non-Public Schools, or other entities. Irvine USD shall remain accountable for monitoring the progress of students placed in other programs towards the goals identified in each student's IEP. The Irvine SELPA will enter into either an Interagency Agreement or Master Contract with the alternative service providers.

The Irvine SELPA will annually submit a Non-Public Agency/Non-Public School Master Contract to the Board for approval. The Master Contract Service Agreement contains requirements to allow the Irvine SELPA to monitor the placement and services of students in certified Non-Public Agency and Non-Public Schools. The agencies and schools shall have at least an annual IEP meeting that will facilitate the evaluation of the placement and services to ensure implementation of the IEP. The Master Contract contains language requiring reporting from the certified Non-Public Agency/Non-Public Schools regarding IEP progress as frequently as required by the District. At each annual IEP meeting, which shall include a representative of the Irvine SELPA, the certified Non-Public Agency/Non-Public School shall provide documentation as to the student's progress towards annual goals and objectives. The annual data provided by the certified Non-Public Agency/Non-Public School shall be authentic curriculum-based measurements, in accordance with state-adopted grade level standards.

Irvine SELPA collaborates on a regular basis with the Regional Center of Orange County (RCOC) to locate infants and toddlers who are residents of Irvine and may be eligible for early intervention services. The Irvine SELPA also collaborates with California Children's Services (CCS) to discuss the mutual clients/students that both agencies serve in order to address the unique medically-necessary and/or educationally related occupational therapy and physical therapy needs of the students who reside in Irvine.

SELPA | Irvine | Fiscal Year | 2021-22

10. For multi-LEA local plans, specify:

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

N/A Irvine SELPA is a single district SELPA, this section is not applicable.

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

N/A Irvine SELPA is a single district SELPA, this section is not applicable.

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

N/A Irvine SELPA is a single district SELPA, this section is not 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:

The Superintendent or designee is responsible for the selection, direction, monitoring, discipline and annual evaluation of the Executive Director of the SELPA. The Executive Director of the SELPA is responsible for the daily operations of the District's special education staff, programs and services. The Executive Director of the SELPA shall use an employee selection system that includes representation from District administration staff including general education and special education, classified and certificated panels as appropriate. The Executive Director of the SELPA or designee, shall assign, supervise, and evaluate SELPA staff as needed.

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

All federal and state special education funds shall be allocated to the SELPA and used pursuant to the annual budget and service plan. The Irvine SELPA shall be responsible for the distribution of the funds according to an approved Special Education Budget Plan. The Assistant Superintendent of Fiscal Services is responsible to ensure that the funds are distributed in accordance with the Budget Plan and used to promote FAPE or coordinated early intervention services. The Annual Budget Plan shall be reviewed and approved by the Irvine

USD Board of Education.

c. The operation of special education programs:

The Executive Director for the SELPA and Special Education Administrative staff shall conduct ongoing reviews of district Special Education programs by conducting site visits, conducting walk-throughs, reviewing files, and participating in Individual Education Plan meetings. Stakeholder input shall be considered including feedback from the Educational Advisory Committee (staff) as well Community Advisory Committee (parents). The Irvine USD SELPA administrative staff shall meet on a regular basis to discuss data/observations and to identify concerns related to student evaluation, placement, and/or achievement progress. The Executive Director of the SELPA will be responsible for disseminating information to the District regarding any required changes to Special Education programming, services and supports based on information from the State SELPA meetings, new legislation, regulations and/or guidelines.

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

The Executive Director of the SELPA in collaboration with the Assistant Superintendent of Fiscal Services, or designee, are responsible for the monitoring, on an annual basis, the appropriate use of all funds allocated for special education programs. Final determination and action regarding the appropriate use of special education funds shall be made through the Annual Budget Plan process. Funds allocated for Special Education programs shall be used for services and placement for students with disabilities, in order to provide them FAPE. Federal funds under Part B of the IDEA may be used for the following activities:

• For the costs of Special Education and Related Services and Supplementary Aids and services provided in a general education class or other education-related setting to a child with a disability in accordance with the IEP for the child, even if one or more non-disabled children benefit from these services.

• To develop and implement a fully integrated and coordinated services system.

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:

Low incidence funds provided by the State allow for the purchase of specialized books, materials, and equipment which are necessary due to the adverse educational impact of a low incidence disability on access to instruction and learning. "Low incidence disability"

means a severe disabling condition with an expected incidence rate of less than one (1) percent of the total statewide enrollment in kindergarten through grade twelve (12). For purposes of this definition, severe disabling conditions are hearing impairments, vision impairments, and severe orthopedic impairments, or any combination thereof. The SELPA is responsible for ensuring that each student who has been identified as a student with a "low incidence" disability receives the required instructional support as indicated on the IEP. The SELPA Executive Director is responsible for ensuring that all eligibility requirements are met prior to approving any expenditure of these funds. These guidelines are keeping with the legal requirements specified in California Education Code (EC 56136; EC 56320(g); EC 56345(a)(7) for each low incidence disability.

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; the document title; and the physical location where the policy can be found.

---

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

Policy/Procedure Number:	Irvine SELPA Local Plan Assurances Document Page 1
Document Title:	Assurances: Policies, Procedures, & Programs
Document Location:	IUSD Special Education Office and District Website

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

(•) Yes ( ) No

---

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

Policy/Procedure Number:	Irvine SELPA Local Plan Assurances Document Page 2
Document Title:	Assurances: Policies, Procedures, & Programs
Document Location:	IUSD Special Education Office and District Website

SELPA | Irvine | Fiscal Year | 2021-22

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

(•) Yes ( ) No

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

Policy/Procedure Number:	Irvine SELPA Local Plan Assurances Document Page 3
Document Title:	Assurances: Policies, Procedures, & Programs
Document Location:	IUSD Special Education Office and District Website

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

(•) Yes ( ) No

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

Policy/Procedure Number:	Irvine SELPA Local Plan Assurances Document Page 4
Document Title:	Assurances: Policies, Procedures, & Programs
Document Location:	IUSD Special Education Office and District Website

"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)

Policy/Procedure Number:	Irvine SELPA Local Plan Assurances Document Page 5

SELPA: Irvine | Fiscal Year: 2021-22

Document Title: Assurances: Policies, Procedures, & Programs

Document Location: IUSD Special Education Office and District Website

"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)

Policy/Procedure Number: Irvine SELPA Local Plan Assurances Document Page 6

Document Title: Assurances: Policies, Procedures, & Programs

Document Location: IUSD Special Education Office and District Website

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

(•) Yes ( ) No

---

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

Policy/Procedure Number: Irvine SELPA Local Plan Assurances Document Page 7

Document Title: Assurances: Policies, Procedures, & Programs

Document Location: IUSD Special Education Office and District Website

"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)

SELPA: Irvine | Fiscal Year: 2021-22

Policy/Procedure Number:	Irvine SELPA Local Plan Assurances Document Page 13
Document Title:	Assurances: Policies, Procedures, & Programs
Document Location:	IUSD Special Education Office and District Website

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

(•) Yes ( ) No

---

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

Policy/Procedure Number:	Irvine SELPA Local Plan Assurances Document Page 14
Document Title:	Assurances: Policies, Procedures, & Programs
Document Location:	IUSD Special Education Office and District Website

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

(•) Yes ( ) No

---

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

Policy/Procedure Number:	Irvine SELPA Local Plan Assurances Document Page 15
Document Title:	Assurances: Policies, Procedures, & Programs
Document Location:	IUSD Special Education Office and District Website

"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:

SELPA | Irvine | Fiscal Year | 2021-22

(•) Yes ( ) No

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

Policy/Procedure Number:	Irvine SELPA Local Plan Assurances Document Page 16
Document Title:	Assurances: Policies, Procedures, & Programs
Document Location:	IUSD Special Education Office and District Website

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

(•) Yes ( ) No

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

Policy/Procedure Number:	Irvine SELPA Local Plan Assurances Document Page 17
Document Title:	Assurances: Policies, Procedures, & Programs
Document Location:	IUSD Special Education Office and District Website

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

(•) Yes ( ) No

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

Policy/Procedure Number:	Irvine SELPA Local Plan Assurances Document Page 18
Document Title:	Assurances: Policies, Procedures, & Programs
Document Location:	IUSD Special Education Office and District Website

"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

SELPA | Irvine | Fiscal Year | 2021-22

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

Policy/Procedure Number:	Irvine SELPA Local Plan Assurances Document Page 19
Document Title:	Assurances: Policies, Procedures, & Programs
Document Location:	IUSD Special Education Office and District Website

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

(•) Yes ( ) No

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

Policy/Procedure Number:	Irvine SELPA Local Plan Assurances Document Page 20
Document Title:	Assurances: Policies, Procedures, & Programs
Document Location:	IUSD Special Education Office and District Website

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

(•) Yes ( ) No

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

Policy/Procedure Number:	Irvine SELPA Local Plan Assurances Document Page 21
Document Title:	Assurances: Policies, Procedures, & Programs
Document Location:	IUSD Special Education Office and District Website

"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)

Policy/Procedure Number:	Irvine SELPA Local Plan Assurances Document Page 22
Document Title:	Assurances: Policies, Procedures, & Programs
Document Location:	IUSD Special Education Office and District Website

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

◉ Yes ○ No

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

Policy/Procedure Number:	Irvine SELPA Local Plan Assurances Document Page 23
Document Title:	Assurances: Policies, Procedures, & Programs
Document Location:	IUSD Special Education Office and District Website

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

◉ Yes ○ No

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

Policy/Procedure Number:	Irvine SELPA Local Plan Assurances Document Page 24
Policy/Procedure Title:	Assurances: Policies, Procedures, & Programs
Document Location:	IUSD Special Education Office and District Website

SELPA | Irvine | Fiscal Year | 2021-22

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

(•) Yes ( ) No

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

Policy/Procedure Number:	Irvine SELPA Local Plan Assurances Document Page 25
Document Title:	Assurances: Policies, Procedures, & Programs
Document Location:	IUSD Special Education Office and District Website

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

(•) Yes ( ) No

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

Policy/Procedure Number:	Irvine SELPA Local Plan Assurances Document Page 26
Document Title:	Assurances: Policies, Procedures, & Programs
Document Location:	IUSD Special Education Office and District Website

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

(•) Yes ( ) No

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

Policy/Procedure Number:	Irvine SELPA Local Plan Assurances Document Page 27
Document Title:	Assurances: Policies, Procedures, & Programs
Document Location:	IUSD Special Education Office and District Website

SELPA | Irvine | Fiscal Year | 2021-22

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

(•) Yes ( ) No

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

Policy/Procedure Number:	Irvine SELPA Local Plan Assurances Document Page 28
Document Title:	Assurances: Policies, Procedures, & Programs
Document Location:	IUSD Special Education Office and District Website

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

(•) Yes ( ) No

Administration of Regionalized Operations and Services

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

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

Reference Number:	Irvine SELPA Local Plan Section B item 2
Document Title:	Irvine SELPA Local Plan
Document Location:	Irvine USD District Office and Irvine USD Website
Description:	Irvine USD is a single district SELPA. The responsibilities of the Governing Board, Superintendent, Administrator, SELPA, and other staff pertinent to the coordination of the SELPA and implementation of the Local Plan are set forth in detail in Irvine SELPA Local Plan Section B item 2.

SELPA | Irvine | Fiscal Year | 2021-22

2. Coordinated system of identification and assessment:

Reference Number:	Irvine SELPA Local Assurances Document items 3-7
Document Title:	Irvine SELPA Local Plan Assurances Document
Document Location:	Irvine USD District Office and Irvine USD Website
Description:	Please refer to Irvine SELPA Local Plan Assurances Document items 3-7 for information regarding coordinated systems for identification, assessment and program placement.

3. Coordinated system of procedural safeguards:

Reference Number:	Irvine SELPA Local Assurances Document item 6
Document Title:	Irvine SELPA Local Plan Assurances Document
Document Location:	Irvine USD District Office and Irvine USD Website
Description:	Please refer to Irvine SELPA Local Plan Assurances Document item 6 for information regarding coordinated systems for procedural safeguards.

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

Reference Number:	Irvine USD Board Policy 4131 & 6020 and Irvine SELPA Local Plan Section B6.
Document Title:	Irvine USD Staff Development BP 4131, Irvine USD Parent and Family Engagement BP 6020, and Irvine SELPA Local Plan
Document Location:	Irvine USD District Office and Irvine USD Website
	The Irvine USD recognizes that a key to educational success and professional growth is a productive staff development program. The District supports the fundamental concept that the organization must assist its employees in the constant changing and improvement of skills. Accordingly, staff development is viewed as both an opportunity for personal growth and as a necessity for organizational success.

SELPA | Irvine | Fiscal Year | 2021-22

Description:	The Irvine SELPA supports the Community Advisory Committee with planning and identifying appropriate parent trainings to respond to the specific interests of this parent and community group. In addition, the Board of Education promotes active parent and family engagement to support overall student well-being. Involving parents and families as partners in supporting the success of our students and the continuous improvement of our schools is a key tenet of the Irvine USD. The Board of Education believes that active parent and family engagement is vital to student learning and success. Students achieve more if they receive the continued support of parents, families and other significant adults. Please refer to the Irvine USD Staff Development BP 4131, Irvine USD Parent and Family Engagement BP 6020, and Irvine SELPA Local Plan Section B6 for more information.

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

Reference Number:	Irvine USD Board Policy 6141 and Irvine SELPA Local Plan Assurances Document item 21
Document Title:	Irvine USD Curriculum Development & Evaluation BP 6141 and Irvine SELPA Local Plan Assurances Document
Document Location:	Irvine USD District Office and Irvine USD Website
Description:	Please refer to the Irvine USD Curriculum Development & Evaluation BP 6141 and Irvine SELPA Local Plan Assurances Document item 21 for information regarding coordinated systems of curriculum development and alignment with the core curriculum.

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

Reference Number:	Irvine SELPA Local Plan Section B item 2, 7 & 8
Document Title:	Irvine SELPA Local Plan
Document Location:	Irvine USD District Office and Irvine USD Website
Description:	Please refer to Irvine SELPA Local Plan Section B item 2, 7 & 8 for information regarding coordinated systems internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system.

SELPA | Irvine | Fiscal Year | 2021-22

7. Coordinated system of data collection and management:

Reference Number:	Irvine SELPA Local Plan Section B item 2 and Irvine SELPA Local Plan Assurances Document item 11, 15 & 22
Document Title:	Irvine SELPA Local Plan and Irvine SELPA Local Plan Assurances Document
Document Location:	Irvine USD District Office and Irvine USD Website
Description:	The Irvine SELPA regularly updates the California Department of Education (CDE) with data through the California Longitudinal Pupil Achievement Data System (CALPADS) reporting program to address the performance of children with disabilities related to the key performance indicators. Please refer to Irvine SELPA Local Plan Section B item 2 and Irvine SELPA Local Plan Assurances Document item 11, 15 & 22 for information regarding coordinated system of data collection and management.

8. Coordination of interagency agreements:

Reference Number:	Irvine SELPA Local Plan Section B item 3, 4 & 9
Document Title:	Irvine SELPA Local Plan
Document Location:	Irvine USD District Office and Irvine USD Website
Description:	Participating agencies may enter into additional contractual arrangements with Irvine USD to meet the requirements of applicable federal and state law. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in Irvine USD programs. Such cooperation ensures that a range of program options is available throughout the Irvine USD Special Education Local Plan Area. Please refer to Irvine SELPA Local Plan Sections B item 3,4 & 9 for information regarding coordination of interagency agreements.

9. Coordination of services to medical facilities:

Reference Number:	Irvine SELPA Local Plan Assurances Document items 1-4, Irvine SELPA Local Plan Section B item 3 & 9, and Irvine USD Home Instruction Handbook.

SELPA: Irvine | Fiscal Year: 2021-22

Document Title:	Irvine SELPA Local Plan Assurances Document, Irvine SELPA Local Plan, and Irvine USD Home Instruction Handbook
Document Location:	Irvine USD District Office and Irvine USD Website
Description:	All students who have been found eligible are entitled to receive special education and related services as well as the protections given by the IDEA and related State law. This is true for students who have been found eligible for special education and related services, however are not able to attend school in person due to a medical condition. In the event that a student is unable to attend in person, due to a medical condition, Irvine USD considers home instruction and/or coordination of educational services with other agencies including Residential Treatment Centers and medical providers. Please refer to Irvine SELPA Assurances Document items 1-4, Irvine SELPA Local Plan Section B items 3 & 9, and Irvine USD Home Instruction Handbook for more information regarding serving students with medical needs.

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

Reference Number:	Irvine SELPA Local Plan Assurances Document items 1-4
Document Title:	Irvine SELPA Local Plan Assurances Document
Document Location:	Irvine USD District Office and Irvine USD Website
Description:	All students who have been found eligible are entitled to receive special education and related services as well as the protections given by the IDEA and related State law. This is true for disabled youth placed in foster family homes, licensed children's institutions, and correctional facilities and, with exceptions explained below, also for disabled adults (18-22 years old) in correctional facilities. Please refer to Irvine SELPA Local Assurances Document items 1-4 for district processes related to FAPE, full education opportunity, child find, and Individual Education Plan information.

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

Reference Number:	Irvine SELPA Local Plan Section B item 2, 8, 11b & 11d
Document Title:	Irvine SELPA Local Plan
Document Location:	Irvine USD District Office and Irvine USD Website
	Please refer to Irvine SELPA Local Plan Section B item 2, 8, 11b & 11d

SELPA: Irvine | Fiscal Year: 2021-22

Description: for information regarding preparation and transmission of required special education local plan area reports.

12. Fiscal and logistical support of the CAC:

Reference Number:	Irvine SELPA Local Plan Section B item 6
Document Title:	Irvine SELPA Local Plan
Document Location:	Irvine USD District Office and Irvine USD Website
Description:	In order to support the activities of the CAC, the Irvine SELPA shall provide clerical support, facility space for the purpose of conducting business meetings and/or parent trainings, and support with necessary communication through either district mail or email. Please refer to Irvine SELPA Local Plan Section B item 6 for information regarding fiscal and logistical support of the CAC.

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

Reference Number:	Irvine SELPA Local Plan Assurances Document item 1
Document Title:	Irvine SELPA Local Plan Assurances Document
Document Location:	Irvine USD District Office and Irvine USD Website
Description:	As part of a student's FAPE, an IEP team may determine that a student needs to be served at a school that is not that student's school of residence. In those cases, the district transports the student to their assigned school. Any other transportation of students who are served through their IEP is determined through the IEP process and based solely on student need. Please refer to Irvine SELPA Local Plan Assurances Document item 1 for information regarding Coordination of transportation services for individuals with exceptional needs.

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

Reference Number:	Irvine USD Secondary Transition Handbook
Document Title:	Irvine USD Secondary Transition Handbook
Document Location:	Irvine USD District Office and SEIS Document Library
Description:	Please refer to Irvine USD Secondary Transition Handbook for information regarding Coordination of career and vocational education

and transition services.

15. Assurance of full educational opportunity:

Reference Number:	Irvine SELPA Local Plan Assurances Document item 1
Document Title:	Irvine SELPA Local Plan Assurances Document
Document Location:	Irvine USD District Office and Irvine USD Website
Description:	Children with disabilities are educated with children who are not disabled. Placement in special classes, separate schooling, or other removal of children with disabilities from their regular 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. Please refer to the Irvine SELPA Local Plan Assurances Document item 2 for information regarding assurance of full educational opportunity.

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

Reference Number:	Irvine SELPA Local Plan Section B item 8, 11b & 11d
Document Title:	Irvine SELPA Local Plan
Document Location:	Irvine USD District Office and Irvine USD Website
Description:	Please refer to Irvine SELPA Local Plan Section B item 8, 11b & 11d for information regarding fiscal administration and the allocation of state and federal funds pursuant to EC Section 56836.01 and the SELPA Administrator 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.

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

Reference Number:	Irvine SELPA Local Plan Section B item 2e & 11c
Document Title:	Irvine SELPA Local Plan

SELPA | Irvine | Fiscal Year | 2021-22

Document Location:	Irvine USD District Office and Irvine USD Website
Description:	Please refer to Irvine SELPA Local Plan Section B item 8, 11b & 11d for information regarding direct instructional program support that may be provided by program specialists in accordance with EC Section 56368.

Special Education Local Plan Area Services

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

Reference Number:	Preschool Referral and Placement Procedures Document
Document Title:	Preschool Referral and Placement Procedures
Document Location:	Irvine USD District Office and Irvine USD Website
Description:	Please refer to Irvine USD Preschool Referral and Placement Procedures Document for information regarding a description of programs for early childhood special education from birth through five year of age.

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

Reference Number:	N/A
Document Title:	Irvine USD Website
Document Location:	www.iusd.org
Description:	Members of the public, including parents/guardians of students with exceptional needs, may address questions or concerns to the Governing Board at regularly scheduled board meetings or at the CAC meetings. Additionally, they may address questions or concerns to the SELPA Administrator by phone, letter, or by scheduling an appointment. Community members are provided with the opportunity to participate prior to the adoption of policies and procedures.

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

SELPA | Irvine | Fiscal Year | 2021-22

provision, and the other governance activities specified within the local plan:

Reference Number:	N/A
Document Title:	N/A
Document Location:	N/A
Description:	As a single district SELPA, Irvine SELPA does not require a dispute resolution process related to distribution of funds, the responsibility of service provisions, and other governance activities specified within a local plan. The requirement described above is needed for multi-district SELPA's.

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

Reference Number:	Irvine SELPA Local Plan Assurances Document item 3
Document Title:	Irvine SELPA Local Plan Assurances Document
Document Location:	Irvine USD District Office and Irvine USD Website
Description:	Prior to referral to Special Education, general education students who are not making expected academic progress based on their grade levels supports are supported through the district's Multi-Tiered System of Supports (MTSS) activities which are available at every school in the district. MTSS in Irvine USD is a systematic process that helps schools align resources, programs, and supports to meet the needs of all students. Through a systematic process based on assessment and data, students are matched to increasingly intensive supports. If a student does not make expected progress given the interventions that have been recommended, the student may then be referred to the Student Study Team (SST). The SST process is a function of general education, which facilitates implementation of accommodations for the general education program before referring students for a special education evaluation. The SST may recommend additional teaching and/or behavioral intervention strategies, utilize other categorical programs on site, provide appropriate services, follow district procedures for Section 504 of the Rehabilitation Act of 1973 and/or make recommendations. The SST must consider if the student's needs can be met with modification(s) to the general

	education instructional program. A student may be referred for special education instruction and services only after the resources of the general education program have been considered. Please refer to Irvine SELPA Local Plan Assurances Document item 3 for information regarding the process being used to ensure a student is referred for special education instruction only after the resources of the regular education program have been considered and, where appropriate, utilized.

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

Reference Number:	Irvine SELPA Local Plan Section B item 2 & 9 and Irvine SELPA Local Plan Assurances Document item 1, 4 & 5
Document Title:	Irvine SELPA Local Plan and Irvine SELPA Local Plan Assurances Document
Document Location:	Irvine USD District Office and Irvine USD Website
Description:	Please refer to Irvine SELPA Local Plan Section B item 2 & 9 and Irvine SELPA Local Plan Assurances Document item 1, 4 & 5 for the process being used to oversee and evaluate placements in non-public, nonsectarian schools and the method of ensuring that all requirements of each student's IEP are being met.

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)

SELPA | Irvine | Fiscal Year | 2021-22

Reference Number:	Irvine SELPA Local Plan Section B item 4and Irvine SELPA Local Plan Assurances Document item 1
Document Title:	Irvine SELPA Local Plan and Irvine SELPA Local Plan Assurances Document
Document Location:	Irvine USD District Office and Irvine USD Website
Description:	The Irvine SELPA will collaborate with local education authorities, including the Orange County Department of Education, to provide required special education and related services to all eligible students including those who are ages 18-21 (or pursuant to education Code 56026 (c)(4)) incarcerated in the Orange County Jail during their incarceration. Please refer to Irvine SELPA Local Plan Section B item 4 and Irvine SELPA Local Plan Assurances Document item 1 for information related to serving students who are ages 18-21, and are eligible for special education and/or related services, however are incarcerated in the Orange County Jail system.

Special Education Local Plan Area (SELPA) Local Plan

SELPA | Irvine Unified School District | Fiscal Year | 2021–22

LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education

Special Education Division

2021–22 Local Plan Annual Submission

SELPA | Irvine Unified School District | Fiscal Year | 2021–22

Local Plan Section D: Annual Budget Plan

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

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

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

Section D: Annual Budget Plan

SELPA | Irvine Unified School District | Fiscal Year | 2021–22

Table 1: Special Education Revenue by Source

D1. Using the fields below, identify the special education revenues by funding source. The total revenue and the percent of total funding by source is automatically calculated.

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	22,002,856	23.35%
AB 602 Property Taxes	1,932,907	2.05%
Federal IDEA Part B	5,973,657	6.34%
Federal IDEA Part C	159,881	0.17%
State Infant/Toddler	0	0.00%
State Mental Health	2,202,011	2.34%
Federal Mental Health	399,224	0.42%
Other Revenue*	61,571,790	65.33%
Total Revenue	94,242,326	**100.00%**

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

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

Revenue from Transition Partnership/Workability, General Fund Contribution, and Transportation Principal Apportionment/Local

SELPA | Irvine Unified School District | Fiscal Year | 2021–22

Table 2: Total Budget by Object Codes

D4. Using the fields below, identify the special education expenditures by object code. The total expenditures and the percent of total expenditures by object code is automatically calculated.

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	32,566,487	34.56%
Object Code 2000—Classified Salaries	22,140,692	23.49%
Object Code 3000—Employee Benefits	21,700,124	23.03%
Object Code 4000—Supplies	688,075	0.73%
Object Code 5000—Services and Operations	13,199,709	14.01%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing*	3,947,239	4.19%
Total Expenditures	94,242,326	100.00%

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

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

Indirect costs and IAA payments to School Districts and City Offices

SELPA | Irvine Unified School District | Fiscal Year | 2021–22

Table 3: Federal, State, and Local Revenue Summary

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

Revenue Source	Amount	Percentage of Total Funding
State Special Education Revenue	26,137,774	27.73%
Federal Revenue	6,532,762	6.93%
Local Contribution	61,571,790	65.33%
Total Revenue From All Sources	94,242,326	100.00%

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

Special Education Local Plan Area Funding Distribution

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

Irvine USD is a single district SELPA, therefore, all revenues are distributed for Irvine USD expenses associated with serving students with IEP's within our district.

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

Irvine USD is a single district SELPA, therefore, all revenues are distributed to Irvine USA as the only LEA.

SELPA | Irvine Unified School District | Fiscal Year | 2021–22

Table 4: Special Education Local Plan Area Operating Expenditures

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

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	32,566,487	34.56%
Object Code 2000—Classified Salaries	22,140,692	23.49%
Object Code 3000—Employee Benefits	21,700,124	23.03%
Object Code 4000—Supplies	688,075	0.73%
Object Code 5000—Services and Operations	13,199,709	14.01%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing*	3,947,239	4.19%
Total Operating Expenditures	94,242,326	100.00%

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

Indirect costs and IAA payments to School Districts and City Offices

SELPA | Irvine Unified School District | Fiscal Year | 2021–22

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

The standardized account code structure (SACS), goal 5750 is defined as "Special Education, Ages 5–22 Severely Disabled." Students with a low-incidence disability are classified severely disabled. The LEA may elect to have locally defined goals to separate low-incidence disabilities from other severe disabilities to identify these costs locally.

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

☑ Yes ☐ No

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

Total Projected Expenditures for SAS in the Regular Classroom Provided to Students with Disabilities	4,884,821
Total Projected Expenditures for Students with LI Disabilities	32,032,986

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

Special Education Local Plan Area (SELPA) Local Plan

SELPA | Irvine Unified School District | Fiscal Year | 2021–22

LOCAL PLAN

Section E: Annual Service Plan

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education

Special Education Division

2021–22 Local Plan Annual Submission

SELPA: Irvine Unified School District Fiscal Year: 2021–22

Local Plan Section E: Annual Service Plan

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

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

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

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

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

☒ 330–Specialized Academic Instruction

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

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

SELPA: Irvine Unified School District Fiscal Year: 2021–22

☑ 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. Note: Services provided by specialists (such as medical services, nursing services, occupational therapy, and physical therapy) for a specific function should be coded under the appropriate service category, even if the services were delivered in the home.

☐ 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.

Service is not currently provided based on IFSP needs. If needed, services will be provided.

☐ 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.

Service is not currently provided based on IFSP needs. If needed, services will be provided.

☑ 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.

Activities carried out by a service coordinator to assist and enable an eligible child and the eligible child's family to receive rights, procedural safeguards, and services that are authorized to be provided under the early intervention program.

☑ 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 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.

Service is not currently provided based on IFSP needs. If needed, services will be provided.

☐ 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.

Service is not currently provided based on IFSP needs. If needed, services will be provided.

■ 340–Intensive Individual Instruction

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

IEP Team determination that student requires additional supports for all or part of the day to meet his or her IEP goals.

■ 350–Individual and Small Group Instruction

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

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

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

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

Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems 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, 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. They 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.

■ 435–Health and Nursing: Specialized Physical Health Care ☐ *Service is Not Currently Provided*

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

Specialized physical health care services means those health services prescribed by the child's licensed physician and surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (5 CCR Section 3051.12(b)). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration and glucose testing.

■ 436–Health and Nursing: Other ☐ *Service is Not Currently Provided*

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

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

and nursing services are expected to supplement the regular health services program.

■ 445–Assistive Technology ☐ *Service is Not Currently Provided*

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

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.

■ 450–Occupational Therapy ☐ *Service is Not Currently Provided*

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

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

■ 460–Physical Therapy ☐ *Service is Not Currently Provided*

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

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

■ 510–Individual Counseling

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

One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on such student aspects as 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.

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

■ 520–Parent Counseling ☐ *Service is Not Currently Provided*

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

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

■ 525–Social Worker ☐ *Service is Not Currently Provided*

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

Social work services, provided by a qualified individual pursuant to an IEP, include, but are not limited to, preparing a social or developmental history of a child with a disability, group and individual counseling with the child and family, working with those problems in a child's living

situation (home, school, and community) that affect the child's adjustment in school, and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program.

■ 530–Psychological ☐ *Service is Not Currently Provided*

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

These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results for parents and staff in implementing the IEP, obtaining and interpreting information about child behavior and conditions related to learning, and planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. IEP required psychological services are expected to supplement the regular guidance and counseling program.

■ 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.

■ 540–Day Treatment

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

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

■ 545–Residential Treatment

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

A 24-hour out-of-home placement that provides intensive therapeutic services to support the educational program.

SELPA: Irvine Unified School District

Fiscal Year: 2021–22

☑ 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 who have orthopedic impairment (OI), visual impairment (VI), who are deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or an itinerant teacher/specialist. Consultation is provided to the teacher, staff, and parents as needed. These services must be clearly written in the student's IEP, including frequency and duration of the services to the student.

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

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

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

☑ 715–Interpreter ☐ *Service is Not Currently Provided*

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

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

☑ 720–Audiological ☐ *Service is Not Currently Provided*

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

These services include measurements of acuity, monitoring amplification, and frequency modulation system use. Consultation services with teachers, parents, or speech pathologists must be identified in the IEP as to reason, frequency, and duration of contact; infrequent contact is considered assistance and would not be included.

☑ 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; and 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.

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

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

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

☑ 735–Braille Transcription ☐ *Service is Not Currently Provided*

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

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

☑ 740–Specialized Orthopedic ☐ *Service is Not Currently Provided*

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

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

☑ 745–Reading ☐ *Service is Not Currently Provided*

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

Reading intervention based on a student's IEP.

SELPA: Irvine Unified School District Fiscal Year: 2021–22

■ 750–Note Taking ☐ *Service is Not Currently Provided*

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

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

■ 755–Transcription ☐ *Service is Not Currently Provided*

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

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

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

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

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

■ 820–College Awareness ☐ *Service is Not Currently Provided*

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

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

■ 830–Vocational Assessment, Counseling, Guidance, and Career Assessment ☐ *Service is Not Currently Provided*

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

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

☑ 840–Career Awareness ☐ *Service is Not Currently Provided*

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

Transition services include a provision for self-advocacy, career planning, and career guidance. This also emphasizes the need for coordination between these provisions and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds.

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

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

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

☑ 855–Job Coaching ☐ *Service is Not Currently Provided*

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

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

Mentoring is a sustained coaching relationship between a student and teacher through

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

☑ 865–Agency Linkages (referral and placement) ☐ *Service is Not Currently Provided*

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).

☑ 870–Travel and Mobility Training ☐ *Service is Not Currently Provided*

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

Specialized instruction for individuals in orientation and mobility techniques. Consultative services to other educators and parents regarding instructional planning and implementation of the IEP relative to the development of orientation and mobility skills and independent living skills.

☑ 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.

SELPA: Irvine Unified School District

Fiscal Year: 2021–22

Description of the "Other Related Service"

To Be Determined

Qualifications of the Provider Delivering "Other Related Service"

Any other specialized service required for a student with a disability to receive educational benefit.

Attachment VII - Specialized Academic Instruction and Related Services by School Site

SELPA: 3014 Irvine Unified SELPA **LEA: Irvine Unified**
Fiscal Year: 2021-2022
Superintendent: Terry Walker
Special Education Director: Melanie Hertig
Phone Number: 949-936-5000
Email: melaniehertig@iusd.org
Related Services Currently Provided by the School Site:

School	CDS Code	School Owner Code	Specialized Academic Instruction (Code 330)	Related Services Currently Provided by the School Site:																
				210	240	340	415	425	435	436	445	450	460	510	515	520	525	530	535	545
Alderwood Elementary	6100838	60	Y			Y	Y	Y		Y		Y		Y					Y	
Beacon Park K-8	0133389	60	Y			Y	Y	Y				Y		Y				Y		
Bonita Canyon Elementary	6097042	60	Y			Y	Y	Y		Y		Y							Y	
Brywood Elementary	6102719	60	Y			Y	Y	Y				Y		Y					Y	
Cadence Park K-8	0136689	60	Y			Y	Y					Y		Y				Y	Y	
Canyon View Elementary	6115455	60	Y			Y	Y	Y		Y		Y	Y						Y	
College Park Elementary	6089437	60	Y				Y	Y				Y		Y	Y	Y		Y	Y	
Creekside High School	3030129	68	Y				Y							Y		Y	Y			
Culverdale Elementary	6089429	60	Y			Y	Y	Y				Y		Y		Y		Y	Y	
Cypress Village Elementary	0129155	60	Y			Y	Y	Y				Y	Y		Y				Y	
Deerfield Elementary	6096184	60	Y			Y	Y	Y				Y	Y	Y						
Early Childhood Learning Center	0116053	08	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y						Y	
Eastshore Elementary	6100317	60	Y			Y	Y	Y				Y		Y					Y	
Eastwood Elementary	0135137	60	Y				Y	Y				Y		Y					Y	
Greentree Elementary	6089445	60	Y				Y	Y		Y		Y	Y	Y	Y			Y		
Irvine Adult Transition Program	0116046	09	Y			Y	Y	Y	Y	Y				Y				Y	Y	
Irvine High School	3030152	66	Y			Y	Y	Y		Y		Y	Y	Y	Y	Y	Y	Y	Y	Y
Irvine Unified - Other Programs (District)	0000000	15	Y			Y	Y	Y		Y		Y		Y	Y		Y	Y	Y	
ISP - New Horizon Elementary School, Irvine	30736507104722		Y									Y								
ISP - Tarbut V'Torah Community Day	6907539		Y																	
Jeffrey Trail Middle School	0127472	62	Y			Y	Y	Y		Y		Y		Y					Y	
Lakeside Middle School	6098511	62	Y			Y	Y	Y		Y		Y		Y	Y	Y		Y	Y	
Loma Ridge Elementary	0138719	60	Y			Y	Y	Y		Y		Y		Y					Y	
Meadow Park Elementary	6106850	60	Y			Y	Y	Y	Y	Y		Y	Y	Y					Y	
Northwood Elementary	6100861	60	Y				Y			Y				Y				Y		
Northwood High School	3030657	65	Y			Y	Y	Y		Y		Y	Y	Y	Y		Y	Y	Y	
NPRTC - Devereux School of Viera	0112599	34	Y				Y					Y		Y	Y	Y		Y		Y
NPRTC - Devereux Victoria	6131031	34	Y			Y	Y					Y		Y	Y	Y		Y		Y
NPRTC - Diamond Ranch Academy - UT	0133843	34	Y			Y						Y		Y	Y	Y				Y
NPRTC - Discovery Ranch for Girls	0132696		Y											Y	Y	Y		Y		Y
NPRTC - Falcon Ridge Ranch	0136309	09	Y											Y	Y	Y		Y		Y
NPRTC - SpringBrook Behavioral Health System	7776422	00	Y				Y	Y		Y		Y			Y	Y	Y	Y		
NPS - Beacon Day School	6130520	34	Y				Y	Y				Y							Y	
NPS - Mardan School of Educational Therapy	6937278	34	Y				Y					Y		Y		Y				
NPS - New Vista School	6904700	34	Y			Y	Y			Y				Y			Y			
NPS - Ocean View	7098866	34	Y			Y	Y							Y	Y	Y	Y			
NPS - Olive Crest	7102924	34	Y			Y	Y					Y		Y	Y		Y			
NPS - Port View Preparatory	0129429	34	Y			Y	Y	Y		Y		Y							Y	
NPS - Rossier Elementary/Middle Spectrum School	6130553	34	Y											Y	Y		Y			
NPS - Rossier Park School	6926471		Y			Y	Y							Y		Y				
NPS - Speech and Language Development Center	6937437	34	Y			Y	Y	Y				Y								
Oak Creek Elementary	6120141	60	Y			Y	Y	Y		Y		Y	Y	Y				Y	Y	
Plaza Vista K-8	6115786	60	Y			Y	Y	Y		Y		Y		Y	Y					
Portola High School	0133405	66	Y			Y	Y	Y		Y		Y		Y	Y		Y		Y	
Portola Springs Elementary	0129296	60	Y			Y	Y	Y	Y	Y		Y	Y	Y					Y	
Private Schools	0000002	76	Y			Y	Y	Y		Y	Y	Y		Y	Y	Y		Y	Y	
Rancho San Joaquin Middle School	6071179	62	Y			Y	Y	Y						Y				Y		
San Joaquin K-12	3030467	63	Y			Y	Y	Y	Y	Y		Y		Y	Y	Y	Y	Y	Y	
Santiago Hills Elementary	6098529	60	Y				Y							Y						
Sierra Vista Middle School	6100879	62	Y			Y	Y	Y		Y		Y		Y				Y		
South Lake Middle School	6111876	62	Y			Y	Y	Y				Y		Y	Y		Y	Y		
Springbrook Elementary	6107502	60	Y			Y	Y	Y		Y		Y	Y	Y					Y	
Stone Creek Elementary	6096200	60	Y			Y	Y	Y				Y		Y		Y	Y			
Stonegate Elementary	6096192	60	Y			Y	Y			Y		Y		Y						
Turtle Rock Elementary	6068647	60	Y			Y	Y					Y		Y	Y					
University High School	3035102	66	Y			Y	Y	Y	Y	Y		Y		Y				Y		
University Park Elementary	6030191	60	Y			Y	Y	Y				Y								
Venado Middle School	6095137	62	Y			Y	Y	Y				Y		Y	Y		Y		Y	
Vista Verde K-8	6094718	60	Y				Y			Y		Y		Y		Y		Y	Y	
Westpark Elementary	6108799	60	Y				Y					Y							Y	
Woodbridge High School	3030285	66	Y			Y	Y	Y	Y	Y		Y		Y	Y	Y	Y		Y	
Woodbury Elementary	6085344	60	Y			Y	Y	Y		Y		Y	Y	Y	Y			Y		
ZZ-San Joaquin Elementary School	3030467	63	Y			Y	Y	Y	Y	Y		Y	Y	Y	Y	Y		Y	Y	
ZZ-San Joaquin Middle School	3030467	63	Y			Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	

Attachment VII - Specialized Academic Instruction and Related Services by School Site

SELPA: 3014 Irvine Unified SELPA **LEA: Irvine Unified**
Fiscal Year: 2021-2022
Superintendent: Terry Walker
Special Education Director: Melanie Hertig
Phone Number: 949-936-5000
Email: melaniehertig@iusd.org
Related Services Currently Provided by the School Site:

School	CDS Code	School Owner Code	710	720	725	730	820	830	840	850	860	870	890	900 Service
Alderwood Elementary	6100838	60												
Beacon Park K-8	0133389	60	Y											
Bonita Canyon Elementary	6097042	60												
Brywood Elementary	6102719	60												
Cadence Park K-8	0136689	60												
Canyon View Elementary	6115455	60												
College Park Elementary	6089437	60												
Creekside High School	3030129	68					Y		Y					
Culverdale Elementary	6089429	60	Y											
Cypress Village Elementary	0129155	60			Y	Y								
Deerfield Elementary	6096184	60			Y	Y								
Early Childhood Learning Center	0116053	08	Y	Y	Y	Y								
Eastshore Elementary	6100317	60	Y		Y	Y								
Eastwood Elementary	0135137	60												
Greentree Elementary	6089445	60												
Irvine Adult Transition Program	0116046	09				Y	Y	Y	Y	Y		Y		
Irvine High School	3030152	66	Y				Y	Y	Y	Y	Y	Y		
Irvine Unified - Other Programs (District)	0000000	15	Y	Y			Y	Y	Y	Y		Y	Y	
ISP - New Horizon Elementary School, Irvine	30736507104722													
ISP - Tarbut V'Torah Community Day	6907539													
Jeffrey Trail Middle School	0127472	62												
Lakeside Middle School	6098511	62	Y											
Loma Ridge Elementary	0138719	60												
Meadow Park Elementary	6106850	60												
Northwood Elementary	6100861	60												
Northwood High School	3030657	66					Y	Y	Y	Y		Y		
NPRTC - Devereux School of Viera	0112599	34												
NPRTC - Devereux Victoria	6131031	34						Y	Y				Y	
NPRTC - Diamond Ranch Academy - UT	0133843	34					Y		Y					
NPRTC - Discovery Ranch for Girls	G132696						Y		Y				Y	
NPRTC - Falcon Ridge Ranch	0136309	09					Y		Y					
NPRTC - SpringBrook Behavioral Health System	7776422	00												
NPS - Beacon Day School	6130520	34												
NPS - Mardan School of Educational Therapy	6937278	34												
NPS - New Vista School	6904700	34					Y		Y					
NPS - Ocean View	7098866	34					Y		Y				Y	
NPS - Olive Crest	7102924	34					Y		Y					
NPS - Port View Preparatory	0129429	34												
NPS - Rossler Elementary/Middle Spectrum School	6130553	34												
NPS - Rossler Park School	6926471													
NPS - Speech and Language Development Center	6937437	34					Y		Y				Y	
Oak Creek Elementary	6120141	60												
Plaza Vista K-8	6115786	60												
Portola High School	0133405	66			Y		Y	Y	Y	Y		Y	Y	
Portola Springs Elementary	0129296	60			Y	Y								
Private Schools	0000002	76		Y	Y	Y	Y		Y					
Rancho San Joaquin Middle School	6071179	62			Y	Y								
San Joaquin K-12	3030467	63	Y	Y	Y		Y	Y	Y	Y		Y	Y	
Santiago Hills Elementary	6098529	60												
Sierra Vista Middle School	6100879	62			Y	Y								
South Lake Middle School	6111876	62					Y		Y					
Springbrook Elementary	6107502	60			Y	Y								
Stone Creek Elementary	6096200	60												
Stonegate Elementary	6096192	60												
Turtle Rock Elementary	6068647	60												
University High School	3035102	66			Y		Y	Y	Y	Y		Y		
University Park Elementary	6030191	60	Y											
Venado Middle School	6095137	62												
Vista Verde K-8	6094718	60												
Westpark Elementary	6108799	60		Y										
Woodbridge High School	3030285	66		Y			Y	Y	Y	Y	Y	Y	Y	
Woodbury Elementary	6085344	60	Y	Y										
ZZ-San Joaquin Elementary School	3030467	63	Y	Y	Y	Y								
ZZ-San Joaquin Middle School	3030467	63	Y		Y									

SELPA | Irvine Unified School District | Fiscal Year | 2021–22

LOCAL PLAN

Attachments

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education

Special Education Division

2021–22 Local Plan Submission

Attachment I

SELPA: Irvine Unified School District

Fiscal Year: 2021–22

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 2020–21 or 2021–22 and there is a change in SELPA membership, **DO NOT DELETE** the entry. Instead, under the "LEA Status" column, select the drop-down menu and choose the applicable status option for the LEA membership change.

SELPA County/District/School Codes

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

Attachment I

SELPA: Irvine Unified School District

Fiscal Year: 2021–22

Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, *and* SELPA)	Special Eduction Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	30	73650	116061		Irvine Unified School District	Melanie	Hertig	(949)936-5234	MelanieHertig@iusd.org	**Previously Reported**

Attachment II

SELPA: Irvine Unified School District

Fiscal Year: 2021–22

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

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

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

Attachment II

SELPA: Irvine Unified School District

Fiscal Year: 2021–22

Attachment II—Projected Special Education Revenue by Local Educational Agency

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

List	LEA Official Name (District, Charter, COE, JPA, *and* SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
1	Irvine Unified School District	22,002,856	1,932,907	159,881	5,973,657	0	2,202,011	399,224	61,571,790	94,242,326
	Totals:	22,002,856	1,932,907	159,881	5,973,657	0	2,202,011	399,224	61,571,790	94,242,326

Attachment III

SELPA: Irvine Unified School District

Fiscal Year: 2021–22

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

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

List	LEA Official Name (District, Charter, COE, JPA, *and* SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
1	Irvine Unified School District	32,566,487	22,140,692	21,700,124	688,075	13,199,709	0	3,947,239	94,242,326
	Totals:	32,566,487	22,140,692	21,700,124	688,075	13,199,709	0	3,947,239	94,242,326

Attachment IV

SELPA: Irvine Unified School District

Fiscal Year: 2021–22

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

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

List	LEA Official Name (District, Charter, COE, JPA, *and* SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
1	Irvine Unified School District	6,532,762	100.00%	26,137,774	100.00%	61,571,790	32,670,536
	Totals:	6,532,762	100.00%	26,137,774	100.00%	61,571,790	32,670,536

Attachment V

SELPA: Irvine Unified School District

Fiscal Year: 2021–22

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

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

List	LEA Official Name (District, Charter, COE, JPA, *and* SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
1	Irvine Unified School District	4,884,821	32,032,986
	Totals:	4,884,821	32,032,986

Attachment VI

SELPA: Irvine Unified School District

Fiscal Year: 2021–22

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

Attachment VII

SELPA: Irvine Unified School District

Fiscal Year: 2021–22

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

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

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

DO NOT DISTRIBUTE