

Special Education Local Plan Area (SELPA) Local Plan

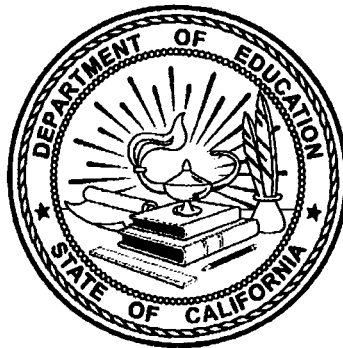
SELPA Long Beach Unified School District

Fiscal Year 2024-25

## **LOCAL PLAN**

### **Section A: Contacts and Certifications**

### **SPECIAL EDUCATION LOCAL PLAN AREA**



California Department of Education

Special Education Division

Local Plan Annual Submission

Section A: Contacts and Certifications

SELPA

Fiscal Year

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**Contact Information and Certification Requirements**

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

NEW SELPA (for proposed multiple Local Educational Agency (LEA) SELPA, or COE joined SELPA only)

Local Plan Section B: Governance and Administration

- Local Plan Section B
- Certifications 1, 3, 4 and 5 are required
- Attachment I is required. Note: Additional attachments may be required if the amendment affects the services or funding associated with the Local Plan

Local Plan Section D: Annual Budget Plan

Select if this Local Plan Section D submission was revised after June 30th due date

- Local Plan Section D
- Certifications 2, 3, 4 and 5 are required
- Attachments I-V are required
- If the submission is an amendment of special education revenues and/or expenditures previously reported to the CDE due to changes in services and programs provided by LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section E: Annual Service Plan, along with Attachment VI and VII.

Local Plan Section E: Annual Service Plan

Select if this Local Plan Section E submission was revised after June 30th due date

- Local Plan Section E
- Certifications 2, 3, 4 and 5 are required
- Attachments I and VI are required
- If the submission is an amendment of programs and services previously reported to the CDE that affect the allocation of special education funds to LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section D: Annual Budget Plan, along with Attachments II-V and VII.

Local Educational Agency Membership Changes

Section A: Contacts and Certifications

SELPA  Fiscal Year

A2. SELPA Identification

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

SELPA

A3. SELPA Administrator Contact Information

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

SELPA Name	<input type="text" value="Long Beach Unified School District"/>		
Street Address	<input type="text" value="1515 Hughes Way"/>	Zip Code	<input type="text" value="90810"/>
City	<input type="text" value="Long Beach"/>	County	<input type="text" value="Los Angeles"/>
Mailing Address	<input type="text" value="1515 Hughes Way"/>		
City	<input type="text" value="Long Beach"/>	Zip Code	<input type="text" value="90810"/>
Administrator First Name	<input type="text" value="Miruna"/>	Administrator Last Name	<input type="text" value="Oautu-Lascar"/>
Administrator Title	<input type="text" value="Director, SELPA &amp; Special Education"/>		
Administrator's Email	<input type="text" value="MOautuLascar@lbschools.net"/>		
Telephone	<input type="text" value="(562) 997-8030"/>	Extension	<input type="text"/>

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

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

Administrative Entity Name	<input type="text" value="Long Beach Unified School District"/>		
Street Address	<input type="text" value="1515 Hughes Way"/>	Zip Code	<input type="text" value="90810"/>

Section A: Contacts and Certifications

SELPA

Fiscal Year

City  County

Contact First Name  Last Name

Contact Title

Email

Telephone  Extension

**Special Education Local Plan Area Review Requirements**

Community Advisory Committee

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

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

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

The Local Plan was submitted to the CAC on:

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

County Office of Education

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

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

COE responsible for approving the Local Plan

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

**Public Hearing Requirements**

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

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

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

Most Recent School Site Posting Date

SELPA Public Hearing Date

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

Most Recent School Site Posting Date

SELPA Public Hearing Date

**Submitting the Local Plan to the California Department of Education**

STEP 1: Contacts and Certifications

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

STEP 2: SELPA Governance Structure

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

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

STEP 3: Prior Submissions

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

Section B: Governance and Administration

Section D: Annual Budget Plan

Section E: Annual Service Plan

STEP 4: Local Plan Collaboration

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

Add	Agency	First and Last Name	Title	Section
<input type="checkbox"/>	CAC	Marchell Bailey	CAC	Multiple
<input type="checkbox"/>	CAC	Jacinda Pich	CAC	Multiple
<input type="checkbox"/>	Long Beach Unified School District	Miruna Oautu-Lascar	Other	All
<input type="checkbox"/>	Long Beach Unified School District	Erin Simon	Other	Multiple
<input type="checkbox"/>	Long Beach Unified School District	Diana Zepeda-McZeal	Administrator-Spec. Ed.	All

Section A: Contacts and Certifications

SELPA Long Beach Unified School District

Fiscal Year 2024-25

Add	Agency	First and Last Name	Title	Section
<input type="checkbox"/>	Long Beach Unified School District	Luana Wesley	Administrator-Spec. Ed.	Multiple
<input type="checkbox"/>	Long Beach Unified School District	Ken Owens	Administrator-Spec. Ed.	Multiple
<input type="checkbox"/>	Long Beach Unified School District	Ann Stakias	Teacher-Spec. Ed.	Multiple
<input type="checkbox"/>	Long Beach Unified School District	Britt Sexton	Teacher-Gen. Ed.	Multiple
<input type="checkbox"/>	Long Beach Unified School District	Renee Arkus	Other	Section D
<input type="checkbox"/>	Long Beach Unified School District	Jacque Bryant	Administrator-Gen. Ed.	Multiple
<input type="checkbox"/>	CAC	Sovachana Pou	CAC	Multiple

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)
- 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.

Section A: Contacts and Certifications

SELPA Long Beach Unified School District

Fiscal Year 2024-25

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



Section A: Contacts and Certifications

SELPA

Fiscal Year

**Certification 1**  
**Local Plan Section B: Governance and Administration**

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

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

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

- Single LEA SELPA     Multiple LEA SELPA     COE Joined SELPA

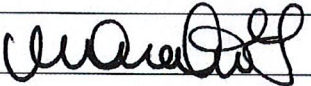
C1-2. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

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

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

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

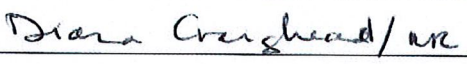
C1-4. Specific web address where the SELPA Local Plan, including all sections, is posted.

**Miruna Oautu-Lascar** 

Administrative Entity\*

**May 17, 2024**

Date

**Diana Craighead** 

SELPA Governance Council or Responsible Individual

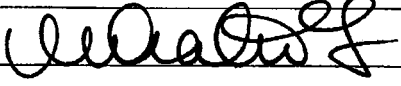
**May 17, 2024**

Date

Section A: Contacts and Certifications

SELPA

Fiscal Year



SELPA Administrator

Date

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

**Certification 2**

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

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

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

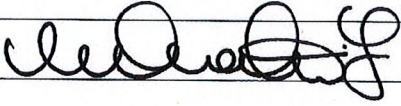
C2-1. I certify the SELPA governance and administrative structure as a:

Single LEA SELPA     Multiple LEA SELPA     COE Joined SELPA

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

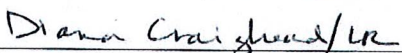
Yes     No    (If the answer is "NO," please include comments.)

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




Administrative Entity\*

Date



SELPA Governance Council or Responsible Individual

Date



SELPA Administrator

Date

Section A: Contacts and Certifications

SELPA

Long Beach Unified School District

Fiscal Year

2024-25

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

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

SELPA

Fiscal Year

**Certification 3: County Office of Education**

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

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

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

Yes  No

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

Yes  No

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

The local plan sections submitted meet all applicable requirements of state and federal law.

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

The COE certifies the SELPA is a:

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

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

**SELPA**

**Fiscal Year**

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

Single-LEA SELPA

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

Multiple LEA SELPA or COE joined SELPA

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

Yes  No

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

Yes  No

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

**Authorized Signature**

COE Superintendent

Date

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

SELPA Long Beach Unified School District

Fiscal Year 2024-25

**Certification 4: Community Advisory Committee**

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

**Cert 4-1. Community Advisory Committee Participation**

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

- Yes  No (If the answer is "NO," please include comments.)  
 N/A (Section D and/or Section E submissions)

**Cert 4-2. Community Advisory Committee Review Timeline**

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

- Yes  No (If the answer is "NO," please include comments.)  
 N/A (Section D and/or Section E submissions)

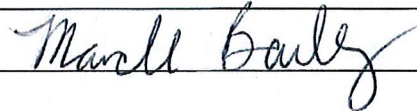
**Cert 4-3. Community Advisory Committee Comments**

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

- Yes  No (If the answer is "NO," please include comments.)  
 N/A (Section D and/or Section E submissions)

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

**Authorized Signature**

Marchell Bailey 

CAC Chairperson

May 17, 2024

Date

Local Plan Submission

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

SELPA Long Beach Unified School District

Fiscal Year 2024-25

**Certification 5: Local Educational Agency**

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

LEA Long Beach Unified School District

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

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

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

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

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

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

<https://www.lbschools.net/departments/special-education/selpa/local-plan>

Local Plan Submission



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

**SELPA** Long Beach Unified School District

**Fiscal Year** 2024-25

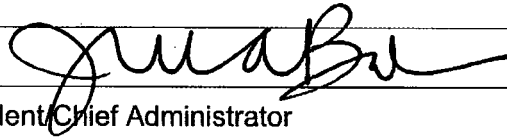
**Cert 5-3. Submission Certification Requirements for LEAs**

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

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

**Authorized Signature**

Dr. Jill Baker



LEA Superintendent/Chief Administrator

May 17, 2024

Date

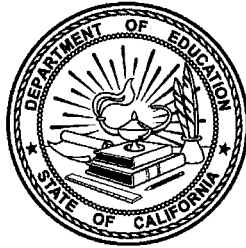
Local Plan Submission

Special Education Local Plan Area (SELPA) Local Plan

**SELPA**

**Fiscal Year**

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



California Department of Education  
Special Education Division

Section B: Governance and Administration

SELPA

Fiscal Year

**B. Governance and Administration**

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

**Participating Local Educational Agencies**

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

**Special Education Local Plan Area—Local Plan Requirements**

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

Pursuant to EC §56195, Long Beach Unified School District (LBUSD) meets size and scope standards established by the State Board of Education to operate as a single-district Special Education Local Plan Area (SELPA) in a metropolitan area. A single-district SELPA in a metropolitan area must have comprehensive special education programs for students in kindergarten through twelfth grades, and must have 30,000 or more students. In addition to being of sufficient size and scope to qualify as a single-district SELPA, the LBUSD SELPA fully cooperates with the County Office of Education in order to assure that the SELPA is compatible with other SELPAs in the county, as required by EC Section 56195.3.

The geographic area served by the SELPA's Local Plan encompasses 380 square miles including the Long Beach mainland and Catalina Island. LBUSD SELPA serves students residing in Long Beach, Lakewood, Signal Hill, and Avalon (Catalina Island). LBUSD also operates a high school in Carson on the campus of Cal State University, Dominguez Hills. In December 2023, the total student population of Long Beach Unified School District was 63,966 with 9,706 students receiving Special Education services.

LBUSD is within the jurisdiction of Los Angeles County, and is the fourth largest school system in California and the 45th largest in the United States. LBUSD operates and maintains nearly 8 million square feet of buildings within its geographical boundaries that serve students in preschool through adult transition programs in 84 different schools. Geographic mainland boundaries of the LBUSD SELPA include shared borders with Compton, Paramount, and Bellflower to the north, Seal Beach, Los Alamitos, and Cerritos to the east, Carson and Wilmington to the west, and the Pacific Ocean to the south.

Section B: Governance and Administration

SELPA Long Beach Unified School District

Fiscal Year 2024-25

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

The LBUSD Board of Education 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 development and adoption of policies governing this Local Plan for Special Education.

Pursuant to EC 56195.3(c)(d), the SELPA shall submit the Local Plan to the Los Angeles County of Education (LACOE), and shall cooperate with LACOE to ensure that the Local Plan is compatible with other Local Plans in the county and any county plan of a contiguous county.

The LBUSD Board of Education has authority over the programs it directly maintains (EC 56195.5).

Responsibilities of the Local Governing Body

The SELPA is governed by the Board of Education of the Long Beach Unified School District. The Board is comprised of five voting members.

The Governing Board is responsible for the Special Education Programs operated within its jurisdiction. The Long Beach Unified School District/SELPA Board of Education shall:  
Coordinate and implement the Local Plan in accordance with approved policies and procedures.

- Adopt an Annual Budget Plan at a public hearing scheduled in compliance with all legal mandates. The plan will identify projected revenues and expenditures as allowed by IDEA for the provision of specially designed instruction and related services to students with disabilities. The responsible local agency, or administrative unit is the legal entity that receives the funds and is responsible for seeing that every eligible child receives appropriate services as determined by individualized education plan teams.
- Adopt an Annual Service Plan at a public hearing scheduled in compliance with all legal mandates. The plan will identify a full continuum of service options provided within the SELPA at the time of submission, assuring access to appropriate instruction and services for all students with disabilities from birth to twenty-two years of age, including children with low-incidence disabilities.
- Adopt SELPA policies, administrative regulations, procedures, resolutions, and guidelines for the management and implementation of Special Education programs and services within the SELPA.
- Approve SELPA budgets and expenditures for regionalized services.
- Direct that data be gathered, interpreted, and reported regarding the implementation, administration, and operation of the Local Plan.
- Review data in order to monitor planned and actual accomplishments of Special Education programs in the SELPA.
- Recommend Special Education policy for adoption by the Board of Education.
- Revise and approve amendments to the Local Plan and the SELPA Annual Service

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**Plan and Annual Budget Plan.**

- Approve the SELPA operating budget.
- Exercise authority over, assume responsibility for, and be fiscally accountable for Special Education programs operated by the SELPA.
- Review and approve revisions of the SELPA Local Plan for Special Education.
- By approving the Local Plan, as applicable, enter into an agreement with other agencies participating in the Plan, for the purpose of delivery of regional services and programs.
- Participate in the governance of the SELPA through its designated representative, the Assistant Superintendent of School Support Services.
- Approve all policies related to Special Education necessary to implement Education Code (EC) Part 30, Sections 56000 through 56885, Special Education programs, et al., and EC selection provisions not included in Part 30 and governing specific areas of Special Education.

All Governing Board members have one vote and decisions will be made by a majority vote except in circumstances where State or Federal mandates require a unanimous vote.

**Superintendent of Schools**

The District Superintendent is the District's Chief Executive Officer and is responsible for coordinating District Special Education programs and services. As such, the Superintendent is responsible for:

- Recommending to the Governing Board the approval of the Local Plan for Special Education.
- Recommending to the Governing Board adoption of District/SELPA policies pertaining to Special Education.
- Recommending adoption by the Governing Board of the Annual Service Plan and Annual Budget Plan, as well as the staffing plan for Special Education services as part of the District/SELPA's total budget.
- Reporting to the Governing Board progress toward Board objectives related to Special Education.

**Assistant Superintendent of School Support Services**

The Assistant Superintendent of School Support Services is responsible for the coordination of Special Education services and programs within LBUSD. The Assistant Superintendent serves on behalf of the District's Board of Education and Superintendent of Schools and is given authority for the development and implementation of practices and procedures for day to day operations. The Assistant Superintendent of School Support Services is also responsible for implementation of the Local Plan.

Implementation of the Local Plan includes, but is not limited to the following services and operations:

- Coordination of a system of identification and assessment.
- Coordination of a system of procedural safeguards.
- Coordination of a system of staff development and parent education.
- Coordination of a system of curriculum development and alignment with the core

curriculum.

- Coordination of a system of data collection and management.
- Coordination of interagency agreements.
- Coordination of services to medical facilities.
- Coordination of services to licensed children’s facilities and foster family homes.
- Coordination of services to the incarcerated youth.
- Coordination of transportation services for students with disabilities.
- Coordination of career and vocational transition services.
- Assurance of full educational opportunity.
- Collaboration with the business office regarding fiscal administration and the

allocation of State and Federal funds.

- Coordination of a system of internal program review.
- Coordination of communication and collaboration between the Governing Board and the Community Advisory Committee (CAC).

• Provide recommendations to the Board of Education for membership for the CAC.  
• Assist as a liaison to various community agencies such as County Mental Health, Department of Human Services, the Harbor Regional Center, California Children’s Services, and the Probation Department.

- Negotiate rates with nonpublic schools and agencies.

**Director of Special Education, Teaching and Learning**

The Director of Special Education, Teaching and Learning serves under the direction of the Assistant Superintendent of School Support Services. The Director shall be responsible for providing overall coordination and implementation of the Local Plan. Additionally, the Director will implement the regionalized services of the SELPA, including:

- Administer staff development programs.
- Supervise data collection information management and reporting.
- Coordinate curriculum and program development.
- Coordinate ongoing monitoring of Local Plan implementation through program

review.

• Assist 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.

- Hire, assign, supervise and evaluate Special Education staff, as needed.
- Designate appropriate personnel to participate in IEP team meetings for students.
- Designate appropriate personnel to represent the District in due process and

complaint procedures.

- Provide leadership for District Special Education staff.
- Provide for periodic program monitoring to assure compliance with State and Federal laws and regulations and ongoing monitoring of quality indicators.

• Implement procedural safeguards and complaints policies and procedures.  
• Assist in the identification of Special Education programs and service needs.  
• Assist in the development and coordinate the implementation of agreements and contracts with other agencies.

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- Negotiate rates with nonpublic schools and agencies.

**Director of SELPA, Data Monitoring and Compliance**

The Director of SELPA, Data Monitoring and Compliance serves under the direction of the Assistant Superintendent of School Support Services. The Governing Board is responsible for the recruitment of the Director of SELPA, Data Monitoring and Compliance. The selection of a candidate for this position shall be the responsibility of the Superintendent and the Assistant Superintendent of School Support Services. The Assistant Superintendent conducts the evaluation of the Director.

The Director of SELPA, Data Monitoring and Compliance assures equal access to all programs and services in the SELPA and provides guidance to members of the public, including parents or guardians of students with disabilities who are receiving services under the Local Plan on the availability of established due process and legal service options and procedures. In cooperation with the California Department of Education, the Director provides information to ensure that all Special Education students receive due process of law. Responsibilities of the Director of SELPA, Data Monitoring and Compliance EC 56205 (D) (ii), under the direction of the Superintendent and the Governing Board, shall include, but are not limited to:

- Coordinating the implementation of all components of the local plan.
- Preparing and implementing the Annual Budget Plan and Annual Service Plan.
- Developing, implementing, supervising, and evaluating Special Education services.
- Overseeing the recruitment, supervision, and evaluation of SELPA staff.
- Developing and implementing policies, procedures, and local agreements that will

ensure that all students are provided with a free and appropriate public education.

- Developing and maintaining interagency agreements with Harbor Regional Center, California Children's Services, Head Start, and others as needed to ensure a full range of Special Education programs and services

• Ensuring appropriate use of Federal, State, and local funds allocated for Special Education Preparing program and fiscal reports required by the District, SELPA, and California Department of Education.

- Developing and implementing a plan for personnel development, including training of staff and parents.

• Providing technical assistance and consultation to District staff in all areas of Special Education, including complaint and due process procedures.

- Adopting and implementing a management information system.
- Establishing and maintaining a positive relationship with all members of the SELPA.
- Informing the Superintendent of the status of the Special Education programs.
- Serving as an ex-officio member of the Community Advisory Committee.

**Director of Student Support Services**

The Director of Student Support Services serves under the direction of the Assistant Superintendent of School Support Services with duties that include:

- Assist as a liaison to various community agencies such as County Mental Health, Department of Human Services, and the California Children's Services.

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- Supervise, and evaluate social workers funded through the general fund.
- Provide coordination, consultation, and staff development for school counselors, social workers, clerical staff and administrators.
- Assist with LBUSD staff development, program development, and innovation of special methods and approaches.
- Oversight of the Student Placement Office including expulsions.
- Oversight of the Foster Youth and Homeless Youth Programs.
- Management of mental health referrals and service recommendations.
- Develop and implement behavioral health interventions for students in general education and Special Education.

**Program Administrators/Special Education Administrators**

Program Administrators and Special Education Administrators serve the Division of Special Education under the direction of the Assistant Superintendent of School Support Services, the Director of Special Education, Teaching and Learning, and the Director of SELPA, Data Monitoring and Compliance. Administrators shall provide the following services to the District and SELPA:

- Assist site principals with the implementation of quality Special Education programs.
- Observe, consult with, and assist Special Education teachers and support staff, in accordance with LBUSD procedures.
- Assist with LBUSD staff development, program development, and innovation of special methods and approaches.
- Provide coordination, consultation, and program development in one or more specialized areas of expertise.
- Upon request, participate in and/or conduct IEP team meetings where technical assistance is needed.
- Assist 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.
- Assist in developing trainings for parents and members of the Community Advisory Committee.
- Provide in-service training and technical assistance for general and Special Education teachers, administrators, support staff and parents.
- Assist with implementation of corrective actions.
- Assist with ongoing program reviews.
- Train and support staff in using Synergy SE (online IEP management system).

**Community Advisory Committee**

The LBUSD SELPA has established a Community Advisory Committee (CAC) for Special Education. Applications for membership are submitted to the Assistant Superintendent of School Support Services, for approval by the Board of Education. The majority of CAC voting members shall be parents. Other members may include:

- General Education parents
- Students and adults with disabilities



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- General and Special Education teachers
- Other school personnel
- Representatives of public and private agencies
- Any persons concerned with the needs of students with disabilities

The term of office shall be for a minimum of two (2) years.

The Assistant Superintendent of School Support Services will appoint a District representative liaison to the CAC. The responsibilities of the CAC shall include, but not be limited to, all the following:

- (a) Advising the policy and administrative entity of the SELPA regarding the development, amendment, and review of the Local Plan. The entity shall review and consider comments from the CAC. The CAC shall have thirty days (30) to review the Local Plan prior to submission to the Board of Education, EC§ 56205 (b)(6).
- (b) Recommending annual priorities to be addressed by the plan.
- (c) Assisting in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the plan.
- (d) Encouraging community involvement in the development and review of the Local Plan.
- (e) Supporting activities on behalf of students with disabilities.
- (f) Assisting in parent awareness of the importance of regular school attendance.
- (g) Supporting community involvement in the parent advisory committee established pursuant to Section 52063 to encourage the inclusion of parents of students with disabilities to the extent these pupils also fall within one or more of the definitions in Section 42238.01.

CAC procedures are outlined in the Community Advisory Committee By-Laws. By-Laws may never conflict with applicable Federal law, State law, or District policy. Should any provision be deemed in conflict, such provision shall be invalid and unenforceable.

**Responsibilities of Participating Agencies**

Participating agencies may enter into additional contractual agreements with LBUSD to meet the requirements of applicable Federal and State law. Each participating agency agrees to carry out the duties and responsibilities stated in the memorandum of understanding (MOU).

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

Because the District is a single-district SELPA, the Board of Education is the sole policy making entity for the SELPA. Approval of the Local Plan, adoption of the budget and District policies, and employment of SELPA personnel occur at regularly scheduled, public meetings of the Governing Board. The oversight and operations of the SELPA will be shared by the Director of SELPA, Data Monitoring and Compliance, and administrators of the District. The Director of SELPA, Data Monitoring and Compliance shall provide regular reports to the Assistant Superintendent and the

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Board relating to the operations of the SELPA. The SELPA shall include all school sites located within the District, and will serve all eligible students with disabilities residing within the boundaries of the District, or attending its programs under other authorization, ages birth through age twenty-two.

As a single-district SELPA, the District is designated as its own Administrative Unit (AU) for the SELPA. It shall be responsible for administrative functions including, but not limited to the following:

- Receipt and distribution of Special Education funds for the operation of Special Education programs and services.
- Receipt and distribution of Special Education funds to accounts exclusively designated for SELPA use.
- The employment of necessary staff to support SELPA functions.
- The Board is the governing body of the District and the SELPA. The members of the Board are elected public officials.

The policy-making responsibilities of Board pertaining to the SELPA include, but are not limited to, the following:

- Approve the Local Plan.
- Approve the Annual Budget Plan and Annual Service Plan.
- Adopt District policies relating to Special Education.
- Set priorities for the Local Plan.
- Appoint members of the Community Advisory Committee.
- Appoint members of the Program Committee.
- Appoint members of the Budget Committee.
- Ensure compliance with all elements of the Local Plan.

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

The LBUSD SELPA collaborates and coordinates with county agencies to develop and maintain healthy and enriching environments in which students with disabilities can live and succeed. Codified in EC Section 56140, the County Office of Education (COE) is responsible for approving or disapproving any proposed Local Plan submitted by the LBUSD SELPA. If disapproved, the COE is required to make comments and recommendations to the proposed Local Plan submitted by the SELPA. If the Local Plan is disapproved by the COE, the SELPA may immediately appeal the decision to the State Superintendent of Public Instruction (SSPI) to overrule the COE's disapproval. Approval is based on the capacity of the SELPA to ensure Special Education programs and services are provided to all students with disabilities, and whether the Local Plan adheres to the guidelines and required components established pursuant to EC sections 56122 and 56205. Once approved by the COE (or upon appeal to the SSPI of a COE denial), the

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SELPA must submit the Local Plan to the CDE for approval or denial.

The LBUSD SELPA ensures that a full continuum of programs options is available and has determined that:

Program options, as appropriate to the student's needs, are available at local neighborhood schools; The majority of Special Education programs, to the maximum extent appropriate to the student's needs, are housed on regular school campuses and dispersed throughout the SELPA; When a scarcity of population or other factors prevent the LBUSD SELPA from directly providing a required service for its students, the service may be provided by the county office, a school in a nearby SELPA or by a provider outlined in the SELPA Service Plan.

In determining the appropriate Least Restrictive Environment (LRE) placement for students with disabilities, the IEP team shall:

- Determine if the student can be serviced in a general education classroom setting at the student's neighborhood school with supplemental aids and services. The IEP shall specify any supplemental aids and services;
- Determine if the student can be serviced by the Special Education services provided at the student's neighborhood school campus. The IEP shall specify the extent to which the student will not be in the general education classroom setting and activities;
- Take steps to ensure that the proper placement of ethnically and culturally diverse students is not disproportionate.

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

Yes       No

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

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

The LBUSD SELPA has established a Community Advisory Committee (CAC) for Special Education. Applications for membership are submitted to the Assistant Superintendent of School Support Services, for approval by the Board of Education. The majority of CAC voting members shall be parents. Other members may include:

- General education parents
- Students and adults with disabilities

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- General and Special Education teachers
- Other school personnel
- Representatives of public and private agencies
- Any persons concerned with the needs of students with disabilities

The term of office shall be for a minimum of two (2) years and annually staggered to ensure that no more than one half of the membership serves the first year of the term in any one year.

Parties interested in Voting Membership with CAC or to serve as a CAC Board Member can access information related to the application process at <https://www.lbschools.net/departments/special-education/community-advisory-committee>.

The Assistant Superintendent of School Support Services will appoint a District representative liaison to the CAC. The Voting Membership shall be members appointed by the LBUSD Governing Board and shall be composed of parents of students with disabilities enrolled in public or private schools, parents of other pupils enrolled in school, general education teachers, Special Education teachers, and other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with disabilities. The majority of Voting Members shall be parents of pupils of LBUSD, with a majority of those, parents of children with disabilities. The Voting Membership, in addition to the parents, shall include District administrators as appropriate.

The CAC shall have the authority and fulfill the responsibilities that are defined for it in the Local Plan. The responsibilities shall include, but not be limited to, all the following:

- (a) Advising the policy and administrative entity of the SELPA regarding the development, amendment, and review of the Local Plan. The entity shall review and consider comments from the CAC. The CAC shall have thirty (30) days to review the Local Plan prior to submission to the Board of Education, EC§ 56205 (b)(6).
- (b) Recommending annual priorities to be addressed by the plan.
- (c) Assisting in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the plan.
- (d) Encouraging community involvement in the development and review of the local plan.
- (e) Supporting activities on behalf of students with disabilities.
- (f) Assisting in parent awareness of the importance of regular school attendance.
- (g) Supporting community involvement in the parent advisory committee established pursuant to Section 52063 to encourage the inclusion of parents of students with disabilities to the extent these pupils also fall within one or more of the definitions in Section 42238.01.

The CAC shall act in an advisory capacity. The recommendations of the CAC shall be directed to the Director of SELPA, Data Monitoring and Compliance. The responsibility for action on any recommendations shall rest with the Board of Education. The Director shall provide the CAC Chair with a copy of the currently-approved Local Plan. The Director shall also provide each CAC Board member with a copy of any proposed amendments or revisions to the currently-approved

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Local Plan. The CAC Board shall have at least ten (10) days to review any proposed amendments or revisions to the currently- approved Local Plan before its submission to the Los Angeles County Superintendent of Schools. A verification Statement of this review shall be signed by the Chairperson prior to submission.

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

The description of the governance and administration of the Local Plan and the policymaking process shall be consistent with subdivision (f) of Section 56001, subdivision (a) of Section 56195.3 and Section 56195.9, and shall reflect a schedule of regular consultations regarding policy and budget development with representatives of special education and general education teachers and administrators selected by the groups they represent and parent members of the Community Advisory Committee (CAC) established pursuant to Article 7 (commencing with Section 56190) of Chapter 2.

The Local Plan, including the approval process of the Annual Service Plan and Annual Budget Plan and any modifications to them, shall be developed and updated cooperatively by a committee of representatives of special education and general education teachers and administrators selected by the groups they represent, and with participation by parent members of the CAC, or parents selected by the CAC to ensure adequate and effective participation and communication.

SELPA administrators schedule consultations regarding policy and budget development with representatives of Special Education and regular education teachers and administrators selected by the groups they represent and parent members of the community advisory committee at least three times per school year to review the Local Plan, including the Annual Budget Plan and Annual Service Plan. Additionally, SELPA administrators meet with CAC Board Members prior to each CAC meeting for planning purposes and ongoing consultations.

The annual school calendar of CAC meetings is posted on the District/SELPA website at <https://www.lbschools.net/departments/special-education/community-advisory-committee>. The CAC calendar is also attached to all Individualized Education Program (IEP) documents.

Local Plans submitted to and approved by the California Department of Education (CDE) need to be amended when there is a change in Federal or State laws or regulations, there is a new interpretation by the courts, there is an official finding of noncompliance with Federal or State law or regulation, or there is a change to the governance structure, membership, or policy making process of the SELPA. However, a SELPA may choose to amend the Local Plan any time a change is deemed necessary.

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Changes or amendments to the permanent portion of the Local Plan may be considered during the Annual Service Plan and Annual Budget Plan process. Amendments approved in this manner shall become permanent upon subsequent approval by the LBUSD Board of Education and the State Board of Education. LBUSD SELPA may adopt a policy that specifies that amendments to the permanent portion of the Local Plan may be adopted on an "interim" basis for a fixed period of time not to exceed one year.

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

As a single-district SELPA, the District is the Responsible Local Agency (RLA). 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 Director of SELPA, Data Monitoring and Compliance using District-adopted employment and evaluation procedures. It shall be the responsibility of the Assistant Superintendent of School Support Services to evaluate the Director.
- Implement recommended practices 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 Plan and Annual Budget Plan. The development of the Annual Service Plan and Annual Budget Plan shall coincide with the District budget process.

The Assistant Superintendent of School Support Services, or designee shall ensure that the IDEA Part B funds received shall be expended according to the State and Federal guidelines. Such funds will be used to supplement and not to supplant State, local and other Federal funds.

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

Pursuant to EC 56195.7(d)(e)(f)(g), LBUSD Board of Education shall enter into contractual arrangements with participating agencies (e.g., Harbor Regional Center) that are funded to serve individuals with special needs. Such collaboration shall ensure that a range of program options are available to meet LBUSD students' special needs. The rights and responsibilities of each agency shall be delineated in a memorandum of understanding.

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The SELPA shall also cooperate with the staff at public hospitals, other residential facilities, and licensed children's facilities in the LBUSD boundaries to meet the needs of individuals with special needs.

The SELPA shall collaborate with local educational entities to provide the required Special Education and related services to all eligible students aged 18-22 years old, incarcerated in a Los Angeles County Jail during their incarceration, until another educational entity assumes this responsibility.

The District contracts with nonpublic, nonsectarian schools (NPS) and nonpublic, nonsectarian agencies (NPA) certified by the CDE, via the appropriate certification process. The SELPA has the authority to visit, observe, monitor and report on the educational program provided by any NPS/NPA under contract with the District or involved in a potential placement with the District. Any request for a waiver shall be considered and approved at the discretion of the SELPA Director.

The SELPA shall consider the needs of the individual student and the recommendations of the IEP team when entering into agreements with nonpublic, nonsectarian schools or agencies. The IEP team shall remain accountable for monitoring the progress of students placed in nonpublic, nonsectarian programs, towards the goals identified in each student's IEP.

The SELPA will submit NPS Master Contracts to the Board for approval. Each Master Contract is modeled after the State Master Contract and Service Agreement which contains requirements to allow the SELPA to monitor the placement and services of students in certified nonpublic, nonsectarian schools. The school 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 provided by the SELPA contains language requiring reporting from the certified nonpublic, nonsectarian school regarding IEP progress as frequently as required by the District. At each annual IEP meeting, which shall include a representative of the SELPA, the certified nonpublic, nonsectarian school shall provide documentation as to the student's progress towards annual goals and objectives. The annual data provided by the certified nonpublic, nonsectarian schools shall be authentic curriculum- based measurements, in accordance with State-adopted grade level standards.

The SELPA's contract with a nonpublic, nonsectarian school shall evaluate the placement of its student(s) in such schools on an annual basis as required by the CDE and as part of the annual IEP review. The SELPA shall collaboratively review with the nonpublic, nonsectarian school the evaluations conducted by the school to ensure that they were appropriate and valid for measuring student progress. The SELPA may choose to administer additional assessments as necessary, with parental consent, to determine whether the student is making appropriate educational progress.

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10. For multi-LEA local plans, specify:

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

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

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

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

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

- Superintendent: Participates in the selection process for the Director of SELPA, Data Monitoring and Compliance and the Director of Special Education, Teaching and Learning, and makes hiring recommendations to the Governing Board.
- Assistant Superintendent of School Support Services: Maintains supervisory authority over the Director of SELPA, Data Monitoring and Compliance and the Director of Special Education, Teaching and Learning, Director of Student Support Services, Program Administrators and Special Education Administrators.
- Director of SELPA, Data Monitoring and Compliance and the Director of Special Education, Teaching and Learning: Supervises Special Education services and staff which includes the Program Administrators, Special Education Administrators, Psychologists, other Special Education specialists and teaching staff, secretarial staff and individuals contracted to provide specialized services. The Director assists in recruiting, selecting and recommending for hire Special Education personnel. The Director shall assign, supervise, and evaluate Special Education staff, as needed.



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- Program Administrators: Support the Special Education Administrators and school site Principals with Special Education teacher evaluations and assists in selecting and recommending for hire Special Education personnel. Participate in evaluation of Special Education personnel, develops improvement plans, memos of concern and letters of reprimand when necessary. Provide direct instructional program support.
- Special Education Administrators: Support school site Principals with Special Education Teacher evaluations and assists in selecting and recommending for hire Special Education personnel. Participate in evaluation of Special Education personnel, develop improvement plans, memos of concern and letters of reprimand when necessary. Provide direct instructional program support.

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

**Distribution of Federal and State Funds**  
All Federal and State Special Education funds shall be allocated to the District for distribution according to an approved Special Education Funding Allocation Plan. Any changes to the allocation of Federal and State Special Education funds shall be made by the District.

**Responsibilities for Distribution of Federal and State Funds**  
The Governing Board of Long Beach Unified School District agrees that students with disabilities will be provided with appropriate Special Education services. The District shall be responsible for the distribution of the funds according to an approved Special Education Annual Budget Plan. The Director of SELPA, Data Monitoring and Compliance is responsible to ensure that the funds are distributed in accordance with the Annual Budget Plan.

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

The Assistant Superintendent of School Support Services, the Director of SELPA, Data Monitoring and Compliance, the Director of Special Education, Teaching and Learning, the Director of Student Support Services, Program Administrators, and Special Education Administrators shall conduct an ongoing review of Special Education programs by periodically making site visits, conducting walk-throughs reviewing files, and getting feedback from parents and the field (through surveys, training and evaluations). The Long Beach Unified School District administration shall meet on a regular basis to discuss data/observations and to identify gaps or problems related to student evaluation, placement, and/or achievement/progress. Using this information, Long Beach Unified School District SELPA shall plan and implement the needed changes. Fiscal reviews shall be conducted periodically. In addition to ongoing review of the programs, upon receiving from CDE a State Compliance Complaint, or other similar request, the Directors shall form a team to gather data and correct non-compliance findings.

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

**Monitoring the Use of Special Education Funds**  
The Director of SELPA, Data Monitoring and Compliance is responsible for 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 to students with disabilities. Federal funds under Part B of 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 nondisabled children benefit from these services.
- To develop and implement a fully integrated and coordinated services system.

**Preparation of Program and Fiscal Reports**  
The Division of Special Education in coordination with the Business Office, shall be responsible for preparing all program and fiscal reports required of the SELPA by the State.

A public meeting shall be held annually to provide the members of the public the opportunity to review the Annual Budget Plan and Annual Services Plan and provide feedback to the reports. Upon approval by the Board of Education, these documents shall be submitted to the California Department of Education for final approval.

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

The Long Beach Unified SELPA provides a full continuum of Special Education programs and services, including alternative education programs and specialized equipment and services, to students with disabilities to ensure that those students are educated with their typical peers to the maximum extent appropriate. Special day classes may enroll a student only when the nature or severity of the disability is such that education in the regular classes with the use of supplementary aids and services, including curriculum modifications and behavioral support, cannot be achieved satisfactorily. These requirements also apply to separate schooling or other removal of students from the general education environment. Funding for and coordination of the use and distribution of low-incidence equipment, materials and services in a manner that minimizes serving students with disabilities in isolated sites and maximizes serving those

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students in the least restrictive environment.

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 in the least restrictive environment (LRE). Low incidence funding is intended to supplement and not supplant other available funding for books and materials. "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 Director of SELPA, Data Monitoring and Compliance is responsible for ensuring that all eligibility requirements are met prior to approving any expenditure of these funds.

**Policies, Procedures, and Programs**

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

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

Policy/Procedure Number: Board Policy 0430 and LP 1001

Document Title: FREE APPROPRIATE PUBLIC EDUCATION

Document Location: SELPA OFFICE AND LBUSD WEBSITE  
 - LBUSD Board Policies: <https://go.boarddocs.com/ca/lbusd/Board.nsf/goto?open&id=BZMRA36CFD3A>  
 - LBUSD Local Plan Assurances: <https://resources.finalsite.net/images/v1675727868/lbusdk12caus/mtiwuiq5rest6subt6jq/LBUSD-Local-Plan-Assurances.pdf>

"It shall be the policy of this LEA that a free appropriate public education is available to all children

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with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school." The policy is adopted by the SELPA as stated:

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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education and related services." The policy is adopted by the SELPA as stated:

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location: https://go.boarddocs.com/ca/lbusd/Board.nsf/goto?open&id=BZMRA36CFD3A  
- LBUSD Local Plan Assurances: <https://resources.finalsite.net/images/v1675727868/lbusdk12caus/mtiwuiq5rest6subt6jq/LBUSD-Local-Plan-Assurances.pdf>"/>

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location: https://go.boarddocs.com/ca/lbusd/Board.nsf/goto?open&id=BZMRA36CFD3A  
- LBUSD Local Plan Assurances: <https://resources.finalsite.net/images/v1675727868/lbusdk12caus/mtiwuiq5rest6subt6jq/LBUSD-Local-Plan-Assurances.pdf>"/>

"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

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disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated:

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location: https://go.boarddocs.com/ca/lbusd/Board.nsf/goto?open&id=BZMRA36CFD3A  
- LBUSD Local Plan Assurances: <https://resources.finalseite.net/images/v1675727868/lbusdk12caus/mtiwuiq5rest6subt6jq/LBUSD-Local-Plan-Assurances.pdf>"/>

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location: https://go.boarddocs.com/ca/lbusd/Board.nsf/goto?open&id=BZMRA36CFD3A  
- LBUSD Local Plan Assurances: <https://resources.finalseite.net/images/v1675727868/lbusdk12caus/mtiwuiq5rest6subt6jq/LBUSD-Local-Plan-Assurances.pdf>"/>

"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

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

Policy/Procedure Number:

Document Title:

Document Location: https://go.boarddocs.com/ca/lbusd/Board.nsf/goto?open&id=BZMRA36CFD3A  
- LBUSD Local Plan Assurances: <https://resources.finalseite.net/images/v1675727868/lbusdk12caus/mtiwuq5rest6subt6jq/LBUSD-Local-Plan-Assurances.pdf>"/>

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location: https://go.boarddocs.com/ca/lbusd/Board.nsf/goto?open&id=BZMRA36CFD3A  
- LBUSD Local Plan Assurances: <https://resources.finalseite.net/images/v1675727868/lbusdk12caus/mtiwuq5rest6subt6jq/LBUSD-Local-Plan-Assurances.pdf>"/>

"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

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

Policy/Procedure Number:

Document Title:

Document Location: https://go.boarddocs.com/ca/lbusd/Board.nsf/goto?open&id=BZMRA36CFD3A  
- LBUSD Local Plan Assurances: <https://resources.finalsite.net/images/v1675727868/lbusdk12caus/mtiwuiq5rest6subt6jq/LBUSD-Local-Plan-Assurances.pdf>"/>

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location: https://go.boarddocs.com/ca/lbusd/Board.nsf/goto?open&id=BZMRA36CFD3A  
- LBUSD Local Plan Assurances: <https://resources.finalsite.net/images/v1675727868/lbusdk12caus/mtiwuiq5rest6subt6jq/LBUSD-Local-Plan-Assurances.pdf>"/>

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

Yes  No



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

Policy/Procedure Number:

Document Title:

Document Location: https://go.boarddocs.com/ca/lbusd/Board.nsf/goto?open&id=BZMRA36CFD3A  
- LBUSD Local Plan Assurances: <https://resources.finalsite.net/images/v1675727868/lbusdk12caus/mtiwuq5rest6subt6jq/LBUSD-Local-Plan-Assurances.pdf>"/>

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location: https://go.boarddocs.com/ca/lbusd/Board.nsf/goto?open&id=BZMRA36CFD3A  
- LBUSD Local Plan Assurances: <https://resources.finalsite.net/images/v1675727868/lbusdk12caus/mtiwuq5rest6subt6jq/LBUSD-Local-Plan-Assurances.pdf>"/>

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location: https://go.boarddocs.com/ca/lbusd/Board.nsf/goto?open&id=BZMRA36CFD3A  
- LBUSD Local Plan Assurances: <https://resources.finalsite.net/images/v1675727868/lbusdk12caus/mtiwuiq5rest6subt6jq/LBUSD-Local-Plan-Assurances.pdf>"/>

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location: https://go.boarddocs.com/ca/lbusd/Board.nsf/goto?open&id=BZMRA36CFD3A  
- LBUSD Local Plan Assurances: <https://resources.finalsite.net/images/v1675727868/lbusdk12caus/mtiwuiq5rest6subt6jq/LBUSD-Local-Plan-Assurances.pdf>"/>

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

Yes  No

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

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Policy/Procedure Number:

Document Title:

Document Location: https://go.boarddocs.com/ca/lbusd/Board.nsf/goto?open&id=BZMRA36CFD3A  
- LBUSD Local Plan Assurances: <https://resources.finalseite.net/images/v1675727868/lbusdk12caus/mtiwuq5rest6subt6jq/LBUSD-Local-Plan-Assurances.pdf>"/>

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

Yes  No

**17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17); EC 56205(a)(16)**

Policy/Procedure Number:

Document Title:

Document Location: https://go.boarddocs.com/ca/lbusd/Board.nsf/goto?open&id=BZMRA36CFD3A  
- LBUSD Local Plan Assurances: <https://resources.finalseite.net/images/v1675727868/lbusdk12caus/mtiwuq5rest6subt6jq/LBUSD-Local-Plan-Assurances.pdf>"/>

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

Yes  No

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

Policy/Procedure Number:

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Document Title:

Document Location: https://go.boarddocs.com/ca/lbusd/Board.nsf/goto?open&id=BZMRA36CFD3A  
- LBUSD Local Plan Assurances: <https://resources.finalsite.net/images/v1675727868/lbusdk12caus/mtiwuiq5rest6subt6jq/LBUSD-Local-Plan-Assurances.pdf>"/>

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

Yes  No

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

Policy/Procedure Number:

Policy/Procedure Title:

Document Location: https://go.boarddocs.com/ca/lbusd/Board.nsf/goto?open&id=BZMRA36CFD3A  
- LBUSD Local Plan Assurances: <https://resources.finalsite.net/images/v1675727868/lbusdk12caus/mtiwuiq5rest6subt6jq/LBUSD-Local-Plan-Assurances.pdf>"/>

"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); EC 56205(a)(19)**

Policy/Procedure Number:

Document Title:

Document Location: https://go.boarddocs.com/ca/lbusd/Board.nsf/"/>

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Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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"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); EC 56205(a)(22)**

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

**Administration of Regionalized Operations and Services**

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

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

Document Title:

Document Location:

Description:

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2. Coordinated system of identification and assessment:

Document Title:	Board Policy 6153.1 and LBUSD Special Education: Recommended Practice and Procedure Manual
Document Location:	SELPA OFFICE AND LBUSD WEBSITE
Description:	<p><i>Child Find 20 USC 1412 (a)(3). It shall be the policy of the 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 attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services are identified, located and evaluated, a practical method is developed and implemented to determine which students with disabilities are currently receiving needed special education and related services.</i></p> <p><i>Excerpt from Section B of the LBUSD Special Education: Recommended Practice and Procedure Manual (describes LBUSD's coordinated system of identification and assessment) --</i></p> <p>Each special education local plan area submitting a local plan to the Superintendent under this part shall ensure that it has in effect policies, procedures, and programs that are consistent with state laws, regulations, and policies governing "child find and referral" (CA Education Code Section 56205(a)(3)).</p> <p>Having a coordinated system of identification and referral provides for meeting the legal requirements of each local educational agency (LEA) to actively and systematically seek out all individuals with exceptional needs, from birth to 21 years of age, inclusive, including children not enrolled in public school programs, who reside in a school district or are under the jurisdiction of a special education local plan area or a county office of education (CA Education Code 56300).</p> <p>Under both federal and state statutes and regulations, school districts are required to locate, identify, and assess all children with disabilities who reside within the district. This requirement is commonly known as "child find" mandate applies to all children who reside within a State, including children who attend private schools and public schools, highly mobile children, migrant children, homeless children, and children who are wards of the state. (20 United States Code [U.S.C.]1412(a)(3)). This includes all children who are suspected of having a disability including children who receive passing grades and are "advancing from grade to</p>

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grade." (34 Code of Federal Regulations [C.F.R.] 300.111(c)) California specifically, obligates a district to actively and systematically to seeks out "all individuals with exceptional needs." (Education Code 56300 et. seq.)

The Long Beach Unified School District (LBUSD) Special Education Local Plan Area (SELPA) has established the following written policy regarding a continuous child-find system: All students (ages 0 - 22) will be screened upon request from parents, staff, district personnel, or representatives of state special schools and public agencies through either Early Intervention (ages 0 - 3) or via a Student Success Team (SST) process (ages 3 - 22). In addition, vision and hearing screening activities shall be completed on all students within their district of residence and in accordance with the state guidelines.

A "Search and Serve" notice with contact information is posted on the District Intranet and provided to each LEA member for posting locally. Annual notice is also published in all of the local newspapers within the LBUSD/SELPA area to inform parents of their rights relative to special education. Such notices are provided in English and Spanish. The District also has responsibilities for "Search and Serve" activities directed at the families of children below school age and students in private schools.

3. Coordinated system of procedural safeguards:

Document Title:

Board Policy 6159.1 and LBUSD Special Education: Recommended Practice and Procedure Manual

Document Location:

SELPA OFFICE AND LBUSD WEBSITE

*Procedural Safeguards 20 USC 1412 (a)(6). It shall be the policy of this LEA that children with disabilities and their parents shall be provided with safeguards, throughout the identification, evaluation, placement process, and the provision of free appropriate public education to the child, EC 56205 (b)(5). Procedural safeguards are provided at each IEP meeting, with any complaint, meeting notice, and prior written notice.*

*Please refer to SELPA Local Plan Requirement B.2. describing coordinated system of procedural safeguards.*

*Excerpt from Section L-3 of the LBUSD Special Education: Recommended Practice and Procedure Manual (describes LBUSD's coordinated system of procedural safeguards) --*

CALIFORNIA DEPARTMENT OF EDUCATION



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Description:

**Procedural Safeguards**  
 The California Department of Education (CDE) website includes a comprehensive section on the "Notice of Procedural Safeguards: Special Education Rights of Parents and Children Under the Individuals with Disabilities Education Act, Part B, and the California Education Code." The link to this section is: <http://www.cde.ca.gov/sp/se/qa/pssummary.asp>.

Reprinted below is an excerpt from the website link.  
 "What is the Notice of Procedural Safeguards?"  
 This information provides you as parents, legal guardians, and surrogate parents of children with disabilities from three (3) years of age through age twenty-one (21) and students who have reached age eighteen (18) the age of majority, with an overview of your educational rights or procedural safeguards.

The Notice of Procedural Safeguards is required under the Individuals with Disabilities Education Act (in English, referred to as IDEA) and must be provided to you:

- When you ask for a copy
- The first time your child is referred for a special education assessment
- Each time you are given an assessment plan to evaluate your child
- Upon receipt of the first state or due process complaint in a school year, and
- When the decision is made to make a removal that constitutes a change of placement

(20 USC 1415[d], 34 CFR 300.504; EC 56301 [d] 121, EC 56321, and 56341.1[g] [1])

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

Document Title: Board Policy 4112.2 Personnel Certification, Board Policy 6200 Adult Education, and Local Plan

Document Location: SELPA OFFICE AND LBUSD WEBSITE

*The Director of SELPA, Data Monitoring and Compliance, and the Assistant Superintendent of School Support Services work with the Community Advisory Committee to provide parent trainings and parent workshops. The SELPA and District staff also coordinate staff*

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Description: *development and trainings for general education and special education staff regarding the identification, instructional support, behavior needs, and understanding disabilities with the Office of Curriculum, Instruction, and Professional Development.*

*Please refer to LBUSD BP 4112.2 and BP 6200. See also SELPA Local Plan Requirements B.2. and B.6. identifying a coordinated system of staff development and parent/guardian education.*

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

Document Title:

Document Location:

Description: *The Director of SELPA, Data Monitoring and Compliance, the Director of Special Education, Teaching and Learning, Program Administrators, and Special Education Administrators work with Program Specialists in the Office of Curriculum, Instruction, and Professional Development to coordinate instructional practices and ensure that instructional materials are aligned to the core curriculum and accessible to all students.*

*Please refer to BP 6141.*

*See also SELPA Local Plan Requirement B.2. identifying a coordinated system 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:

Document Title:

Document Location:

Description: *There is a coordinated system of program review, evaluation of the effectiveness of the Local Plan, and implementation of the Local Plan accountability system that is the responsibility of the Governing Board, Superintendent, Directors, and other SELPA/District staff described in SELPA Local Plan Requirements B.2., B.3., and B.6. and in the Community Advisory Committee Bylaws.*

7. Coordinated system of data collection and management:

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Document Title:

Document Location:

Description: *The Director of SELPA, Data Monitoring and Compliance, and the Assistant Superintendent of School Support Services shall coordinate with the Research Department regarding the District's system of data collection management of the State accountability for special education, and both will act as Designee to the Superintendent regarding the management of State Accountability reviews. The Director of Research and staff shall also work collectively with the Special Education Department to ensure data compliance with the California Department of Education.*  
  
*Please refer to SELPA Local Plan Requirements B.2., B.3., B.6. and B.11. that set forth various data collection, management, and reporting activities and responsibilities.*

8. Coordination of interagency agreements:

Document Title:

Document Location:

Description: *Please refer to SELPA Local Plan Requirement B.2. indicating that the LBUSD Governing Board shall approve interagency agreements for the purpose of serving qualifying students, and that the Assistant Superintendent of School Support Services, and/or Director of SELPA, Data Monitoring and Compliance shall coordinate interagency agreements.*

9. Coordination of services to medical facilities:

Document Title:

Document Location:

Description: *Please refer to the SELPA Local Plan Requirement B.2. indicating that the Assistant Superintendent of School Support Services shall oversee the coordination of services to medical facilities.*  
  
*See also Board Policy 6183, which describes the provision of services to students in the home and hospital setting.*

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

Document Title:

Document Location:

Description: *Please refer to SELPA Local Plan Requirement B.2. indicating that the Assistant Superintendent of School Support Services shall oversee the implementation of the Local Plan by coordinating services to licensed children's institutions and foster family homes.*

*Excerpt from section K-1 of the LBUSD Special Education: Recommended Practice and Procedure Manual (describes provision of services to licensed children's institutions and foster family homes) --*

**SURROGATE PARENT REQUIREMENTS**

The "Surrogate Parent Requirements" document is based on the laws and requirements regarding the appointment of Surrogate Parents. Included are the documents required for recruitment, training, and monitoring as outlined below.

- Surrogate Parent Appointment Flowchart
- Definition
- Appointment of a Surrogate Parent
- Who to Appoint as a Surrogate Parent
- Working with Surrogate Parents
- Appendix I : Government Code

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

Document Title:

Document Location:

Description: *Please refer to SELPA Local Plan Requirements B.2., B.3., and B.11. that set forth transmission of required special education local plan area reports.*

12. Fiscal and logistical support of the CAC:

Document Title:

Document Location:

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Description:

*In accordance with Education Code 56190, the Community Advisory Committee operating expenses shall be the responsibility of the Long Beach Unified School District SELPA. Please see the SELPA Local Plan Requirements B.2. and B.3. indicating the responsibilities of the Assistant Superintendent of School Support Services, and/or Director of SELPA, Data Monitoring and Compliance for coordinating the fiscal and logistical support of the CAC, and for serving as the communication link between the CAC and the Department of Special Education, the Superintendent and the Governing Board.*

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

Document Title:

LBUSD Special Education: Recommended Practice and Procedure Manual and Local Plan

Document Location:

SELPA OFFICE AND LBUSD WEBSITE

Description:

*The Director of SELPA, Data Monitoring and Compliance, Director of Special Education, Teaching and Learning, and Director of Transportation shall oversee the coordination of transportation for students who require transportation as a related service in order to provide this service in the least restrictive environment while ensuring the support of students' individual needs.*

*Please refer to SELPA Local Plan Requirement B.3. identifying coordination of transportation services for individuals with exceptional needs.*

*Excerpt from Section I of the LBUSD Special Education: Recommended Practice and Procedure Manual (describes coordination of transportation services for students with disabilities) --*

**SPECIAL EDUCATION TRANSPORTATION**

Transportation is required to be provided as a related service if it is required to assist a child with a disability to benefit from special education. In addition, as required for any special education program, the service must be provided to meet the criteria for a free, appropriate public education as defined in federal regulation 34 CFR Section 300.17. EC Section 41851.2 [(Assembly Bill (AB) 876 (Canella)], Chapter 283, Statutes of 1991), required that the SSPI develop special education transportation guidelines for use by IEP teams that clarify "when special education transportation services, as defined in [EC] Section 41850, are required." EC 41850(d) defines "special education transportation" as:

(1) The transportation of severely disabled special day class pupils, and orthopedically impaired pupils who require a vehicle with a wheelchair lift,

Section B: Governance and Administration

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who received transportation in the prior fiscal year, as specified in their individualized education program.

(2) A vehicle that was used to transport special education pupils.

EC 41850(b) defines "home-to-school transportation services" for pupils with exceptional needs as:

(5) The transportation of individuals with exceptional needs as specified in their individualized education programs, who do not receive special education transportation as defined in subdivision (d).

Examples that IEP teams may consider under EC 41850(b) include pupils with severe disabilities who are not placed in special day classes or otherwise enrolled in programs serving pupils with profound disabilities, pupils with orthopedic disabilities who do not use wheelchairs or require lifts, students beginning special education who did not receive transportation under an IEP in the prior fiscal year, pupils with other health impairments, learning disabilities or other cognitive disabilities, or pupils who live beyond reasonable distance to their school and would not, without transportation, have access to appropriate special education instruction and related services at no cost.

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

Document Title: LBUSD Special Education: Recommended Practice and Procedure Manual and Local Plan

Document Location: SELPA OFFICE AND LBUSD WEBSITE

*Please refer to SELPA Local Plan Requirement B.2. identifying the coordination of career and vocational education and transition services.*

*Excerpt from Section O of the LBUSD Special Education: Recommended Practice and Procedure Manual (describes coordination of career and vocational education and transition services) --*

**TRANSITION SERVICES**  
 Must be in Effect and On the IEP by Age 16 and Each IEP Thereafter  
 Transition services, are a coordinated set of activities for students with special needs that are addressed on the IEP and:

1. Are designed within an results-oriented process, that is focused on improving the academic and functional achievement of the individual with exceptional needs to facilitate the movement of the pupil from school to post-school activities, including postsecondary education, vocational education, integrated employment, including supported employment,

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Description:

continuing and adult education, adult services, independent living, or community participation.

2. Includes measurable post-secondary goals that are based upon the individual needs of the pupil, taking into account the strengths, preferences, and interests of the pupil, and when appropriate, age appropriate transitional assessments related to training, education, employment and independent living skills.

3. Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

4. Transition services for students with special needs may be special education, if provided as specially designed instruction, or a designated instruction and service, if required to assist a pupil to benefit from special education. Is based upon the individual needs of the pupil, taking into account the strengths, preferences, and interests of the pupil.

5. Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

15. Assurance of full educational opportunity:

Document Title: Local Plan

Document Location: SELPA OFFICE AND LBUSD WEBSITE

Description:

*It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and service available to non-disabled children.*

*Please refer to SELPA Local Plan Requirements Sections B.2. and B.3. which describe assurances 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.

Document Title: Local Plan

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Document Location: SELPA OFFICE AND LBUSD WEBSITE

Description: LBUSD shall ensure that Part B funds will be expended in accordance with Federal and State Law; will be used to supplement State, local and other Federal funds and not to supplant those funds; and 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 by Federal law and regulations. This information will be included in the Annual Budget Plan. The Board of Education, Superintendent, Assistant Superintendent of School Support Services, Director of SELPA, Data Monitoring and Compliance, and Director of Special Education, Teaching and Learning approve all expenditures of funds used by the Special Education Department.

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

Document Title: Local Plan

Document Location: SELPA OFFICE AND LBUSD WEBSITE

Description: Please refer to SELPA Local Plan Requirements B.2. and B.11. that describe the direct instructional program support provided by Special Education Administrators and Program Administrators.

Special Education Local Plan Area Services

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

Document Title: LBUSD Special Education: Recommended Practice and Procedure Manual

Document Location: SELPA OFFICE AND LBUSD WEBSITE

Excerpt from Section E of the LBUSD Special Education: Recommended Practice and Procedure Manual (describes Early Childhood Education).

EARLY START SERVICES
Infants or Toddlers with Special Needs
The purpose of this document is to provide supplementary guidance to staff involved in the identification and education of children with disabilities from birth through five years old. Unless addressed in this document, all other District policies and procedures regarding the education of students with disabilities are to be followed.



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Description:

Families whose infants or toddlers (from birth to three years of age) have a developmental delay or disability or an established risk condition with a high probability of resulting in a delay may be eligible to receive an "Early Start" in California.

Early Start services are typically provided for infants and toddlers who have vision, hearing, and orthopedic impairments or a combination of these disabilities. Some of the reasons for referral for Early Start services might include:

- Cognitive (ability to think and learn);
- Fine Motor (small actions, such as grasping an object between the thumb and finger or using lips or tongue to taste objects);
- Gross Motor (larger movements of arms, legs, feet or the entire body when crawling, running, and/or jumping);
- Language & Speech (ability to understand, talk and express self); and,
- Social/Emotional Behavior (ability to relate to others).

Long Beach Unified School District (LBUSD), as a single district Special Education Local Plan Area (SELPA), has an Early Start interagency agreement with the Regional Center and collaborates with each other to ensure that the infant referrals for evaluation and/or services are properly addressed.

**Preschool Children with Special Needs**

The LBUSD/SELPA offers high-quality preschool programs that prepare children, ages 3 through 5 years old, to arrive in kindergarten with the foundational skills necessary for school success. The District follows California's Early Learning and Development System as outlined in the "California Preschool Program Guidelines," California Department of Education, 2015. The LBUSD SELPA offers a variety of learning experiences for preschool-aged children who require special education services so that they can receive instruction geared to their individual needs. Special day classes, small group instruction, specialized services for young children on the autism spectrum, programs that build mobility skills, and remedial speech and language instruction are among the many services available. Individualized Education Programs (IEPs) are developed for each student by a team that includes the child's parents or caregivers, private school teacher if applicable, and the teachers, specialists, and administrators who will be working with the child.

2. A description of the method by which members of the public, including parents or guardians of

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individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator:

Document Title:	<input type="text" value="LBUSD Website"/>
Document Location:	<input type="text" value="SELPA OFFICE AND LBUSD WEBSITE"/>
Description:	<i>Members of the public, including parents or 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. The District/SELPA shall hold at least 8 meetings a year according to the Brown Act requirements to receive and take action on information or business related to Special Education and the administration of the SELPA. Additionally, they may address questions or concerns to the SELPA Administrator by phone, letter, or by scheduling an appointment. Members of the community are given the opportunity to participate prior to the adoption of policies and procedures within the District and at the SELPA level.</i>

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

Document Title:	<input type="text" value="Not Applicable - Long Beach Unified School District SELPA is a single-district SELPA."/>
Document Location:	<input type="text" value="Not Applicable - Long Beach Unified School District SELPA is a single-district SELPA."/>
Description:	<input type="text" value="Because Long Beach Unified School District SELPA is a single-district SELPA, a dispute resolution process related to distribution of funding, the responsibility for service provision, and other governance activities is not required. This dispute resolution process is required for a multi-district SELPA. As such, this question is not applicable to LBUSD SELPA."/>

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

Document Title:	<input type="text" value="LBUSD Special Education Recommended Practice and Procedure Manual"/>
Document Location:	<input type="text" value="SELPA OFFICE"/>
	<input type="text" value="Excerpt from Section B of the LBUSD Special Education: Recommended"/>

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*Practice and Procedure Manual (describes the process being used to ensure a student is referred for special education instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized).*

**REFERRING STUDENTS FOR A SPECIAL EDUCATION ASSESSMENT**

Any person who believes that a student has or may have a disability and requires special education and related services may make a formal request in writing for a special education assessment.

Note: If a parent refers a child, birth to age three, or a child age three or four, who is not enrolled in a District preschool program, call, or have the parent call, the Early Start Administrator or designee in the Office of Special Education. If the request for a special education assessment is received from a parent whose child has been placed by the parent in a private school, follow the District's procedures for serving students with disabilities placed by their parents at private schools.

Once a written request for a special education assessment has been received, the District has 15 days to respond to the request. It is recommended that the school hold a Student Success Team (SST) meeting within the 15 days to address the parent concerns.

The SST, including administrator or designees may discuss with the requestor accommodations or modifications that can be made in the general education program to assist the student's progress in the general education curriculum. A SST meeting, involving the requestor, can be utilized to design the accommodations or modifications. The requestor may agree to postpone his/her request for a special education assessment until the accommodations or modifications have been implemented and the results evaluated.

Note: The team must end the meeting with either, (1) a proposed Assessment Plan and a Prior Written Notice (PWN) explaining why the District proposes to initiate the assessment process for special education identification, or (2) a PWN with the reason why the request for assessment is being refused. This must occur within 15 days from the day that the formal request was received. A District OSSS Special Education Administrator (SEA) must be contacted if a PWN to refuse assessment is the recommendation.

School site administrators or designees should take the following actions to ensure that requests for a special education assessment are handled

Description:

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properly:

- When the signed and dated written request is received, it must be date stamped at the school site.
- A Special Education Assessment Plan must be developed and provided to the parent within 15 calendar days of receipt of the written request.
- When appropriate, discuss with the parent accommodations or modifications that can be made to the general education program (see above) and whether they want to delay the assessment until the modifications have been implemented and evaluated.

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

Document Title: Local Plan

Document Location: SELPA OFFICE AND LBUUSD WEBSITE

Description: *The Long Beach Unified School District SELPA will collaborate with local education authorities to provide the required special education and related services to all eligible students, placed in contracted non-public school placements.*  
*Please refer to SELPA Local Plan Requirement B.9. which describe the responsibilities for effectuating and monitoring placements in an NPS, including a minimum of one on-site visit annually to each NPS.*

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

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wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (EC Section 56041)

Document Title: LBUSD Special Education Recommended Practice and Procedure Manual

Document Location: SELPA OFFICE AND LBUSD WEBSITE

*The Long Beach Unified School District SELPA will collaborate with local education authorities to provide the required special education and related services to all eligible students, ages 18 through 21 (or 22 pursuant to Education Code 56026(c)(4)) incarcerated in the Los Angeles County Jail during their incarceration.*

*Excerpt from Section H of the LBUSD Special Education: Recommended Practice and Procedure Manual (describes the responsible educational agency and the process by which eligibility is determined for all students incarcerated in the Los Angeles County Jail system) --*

**CORRECTIONAL FACILITY (JAIL)**  
 Adults (aged 18 to 21 years) incarcerated in California adult jails and prisons who are entitled to a Free Appropriate Public Education (FAPE) if they meet the following criteria: (1) not graduated with a high school diploma; (2) at the time they turned 18, were identified as an individual with exceptional needs and had an Individualized Education Program (IEP) under the IDEA. However, an individual who was not identified as an individual with exceptional needs or did not have an IEP under the IDEA in the educational placement prior to his or her incarceration in an adult correctional facility is not entitled to a FAPE.

In December 2013, the California Supreme Court unanimously ruled in LAUSD v. Garcia that, under EC §55604, the school district where the pupil's parent resides is responsible for providing special education and related services to a qualifying individual who is incarcerated in a county jail. This decision means that every school district in California can be held responsible to provide, or contract to provide, special education and related services to eligible incarcerated young adults if the youth's parent resides in the district, even if the student is incarcerated outside of the school district's boundaries. This includes obligations for all of the rights afforded by the IDEA and related state law including child find/search and serve, the provision of FAPE in the least restrictive environment (LRE), and the right to due process. The following special education requirements do not apply to eligible individuals who are convicted as adults under State law and incarcerated in adult prisons:

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1. The requirements relating to participation in general assessments; eligible individuals incarcerated in adult prisons are exempted from participation in state and district-wide assessment programs under the IDEA.
2. The requirements relating to transition planning and transition services do not apply with respect to such individuals whose eligibility under the IDEA will end because of their age before he or she will be released from prison.
3. The IEP Team may modify the individual's IEP or placement notwithstanding the LRE requirements and the IEP contents requirements if there is a bona fide security or compelling legal interest that cannot otherwise be accommodated.

Special Education Local Plan Area (SELPA) Local Plan

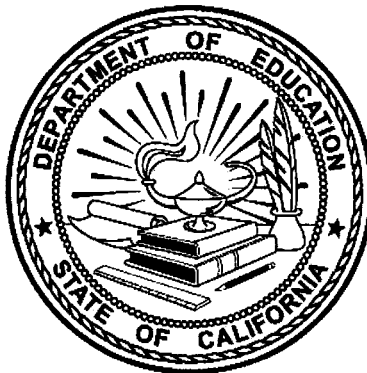
SELPA

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## LOCAL PLAN

### Section D: Annual Budget Plan

### SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

Section D: Annual Budget Plan

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## Local Plan Section D: Annual Budget Plan

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

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

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



Section D: Annual Budget Plan

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**TABLE 1**

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

**D-1. Special Education Revenue by Source**

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

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	<input type="text" value="53,989,898"/>	65.61%
AB 602 Property Taxes	<input type="text" value="3,861,774"/>	4.69%
Federal IDEA Part B	<input type="text" value="14,607,417"/>	17.75%
Federal IDEA Part C	<input type="text" value="264,596"/>	0.32%
State Infant/Toddler	<input type="text" value="4,547"/>	0.01%
State Mental Health	<input type="text" value="4,746,946"/>	5.77%
Federal Mental Health	<input type="text" value="801,500"/>	0.97%
Other Projected Revenue	<input type="text" value="4,009,152"/>	4.87%
<b>Total Projected Revenue:</b>	<b>82,285,830</b>	<b>100.00%</b>

**D-2. "Other Revenue" Source Identification**

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

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

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

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**TABLE 2**

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

**D-4. Total Projected Budget by Object Code**

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

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	<input type="text" value="84,148,934"/>	35.24%
Object Code 2000—Classified Salaries	<input type="text" value="25,230,243"/>	10.57%
Object Code 3000—Employee Benefits	<input type="text" value="51,762,794"/>	21.68%
Object Code 4000—Supplies	<input type="text" value="476,478"/>	0.20%
Object Code 5000—Services and Operations	<input type="text" value="68,542,244"/>	28.71%
Object Code 6000—Capital Outlay	<input type="text" value="0"/>	0.00%
Object Code 7000—Other Outgo and Financing	<input type="text" value="8,600,916"/>	3.60%
<b>Total Projected Expenditures:</b>	238,761,609	100.00%

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

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

**D-6. Code 7000—Other Outgo and Financing**

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

Section D: Annual Budget Plan

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**TABLE 3**

**Federal, State, and Local Revenue Summary (Items D-7 to D-8)**

**D-7. Federal Categorical, State Categorical, and Local Unrestricted Funding**

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

Revenue Source	Amount	Percentage of Total Funding
Projected State Special Education Revenue	65,988,058	27.64%
Projected Federal Revenue	16,297,772	6.83%
Local Contribution	156,475,779	65.54%
<b>Total Revenue from all Sources:</b>	238,761,609	100.00%

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

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

**D-9. Special Education Local Plan Area Allocation Plan**

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

Long Beach Unified School District is a single-district SELPA; therefore, all revenues are distributed for LBUSD expenses associated with serving students with disabilities within the district.

- b.  YES  NO

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

Section D: Annual Budget Plan

SELPA Long Beach Unified School District

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**TABLE 4**

**Special Education Local Plan Area Expenditures (Items D-10 to D-11)**

**D-10. Regionalized Operations Budget**

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

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	84,148,934	35.24%
Object Code 2000—Classified Salaries	25,230,243	10.57%
Object Code 3000—Employee Benefits	51,762,794	21.68%
Object Code 4000—Supplies	476,478	0.20%
Object Code 5000—Services and Operations	68,542,244	28.71%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing	8,600,916	3.60%
<b>Total Projected Operating Expenditures:</b>	238,761,609	100.00%

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

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

Indirect cost and other tuition/excess costs paid to other County or District.

Section D: Annual Budget Plan

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**TABLE 5**

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

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

**D-12. Defined Goals for Students with LI Disabilities**

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

YES     NO

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

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

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

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

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

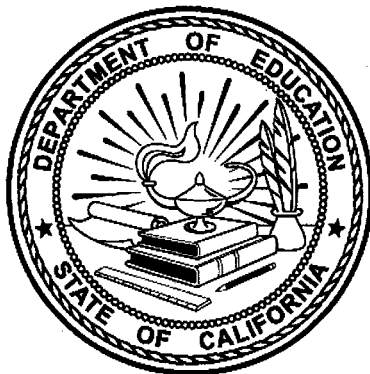
Using the current CDE-approved template provided for Attachment V, enter the SELPA's projected funding allocations to each LEA for the provision of SAS to students with exceptional needs placed in the regular classroom setting and for those who are identified with LI disabilities. Information included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

Special Education Local Plan Area (SELPA) Local Plan

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



California Department of Education

Special Education Division

Local Plan Annual Submission

Section E: Annual Service Plan

SELPA:

Fiscal Year:

**Local Plan Section E: Annual Service Plan**

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

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

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

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

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

- 330—Specialized Academic Instruction/  
Specially Designed Instruction

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

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

*Service is Not Currently Provided*

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

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

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

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

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

As of date of hearing, per IFSP, no students currently indicate a need for this service.

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

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

As of date of hearing, per IFSP, no students currently indicate a need for this service.

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

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

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

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

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

Special instruction includes: the design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child's Individual Family Service Plan (IFSP); providing families with information, skills, and support related to enhancing the skill development of the child; and working with the child to enhance



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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.

As of date of hearing, per IEP/IFSP, no students currently indicate a need for this service

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.

As of date of hearing, per IEP/IFSP, no students currently indicate a need for this service

340--Intensive Individual Instruction

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

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

*Service is Not Currently Provided*

350--Individual and Small Group Instruction

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

Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program (30 EC 56441.2, 5 CCR 305.1)

*Service is Not Currently Provided*

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

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

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

425-Adapted Physical Education  *Service is Not Currently Provided*

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

Adapted physical education is for individuals with exceptional needs who require developmental or corrective instruction and who are precluded from participation in the activities of the general physical education program, modified general physical education program, or in a specially designed physical education program in a special class. Consultative services may be provided to pupils, parents, teachers, or other school personnel for the purpose of identifying supplementary aids and services or modifications necessary for successful participation in the regular physical education program or specially designed physical education programs.

435-Health and Nursing: Specialized Physical Health Care  *Service is Not Currently Provided*

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

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

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

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intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do not include any physician-supervised or specialized health care service.

IEP-required health and nursing services are expected to supplement the regular health services program. (34 CFR 300.34; CCR Title 5 §3051.12 (a)).

445–Assistive Technology

*Service is Not Currently Provided*

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

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

450–Occupational Therapy

*Service is Not Currently Provided*

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

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

460–Physical Therapy

*Service is Not Currently Provided*

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

These services are provided, pursuant to an Individualized Education Program (IEP), by a registered physical therapist, or physical therapist assistant, when assessment shows a

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discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home; and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents. (B&PC Ch. 5.7, CCR Title 5 §3051.6, EC Part 30 §56363, GC-Interagency Agreements Ch. 26.5 §7575(a)(2)).

510–Individual Counseling

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

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

*Service is Not Currently Provided*

515–Counseling and Guidance

*Service is Not Currently Provided*

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

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

520–Parent Counseling

*Service is Not Currently Provided*

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

525--Social Worker

*Service is Not Currently Provided*

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

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

530--Psychological

*Service is Not Currently Provided*

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

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

535--Behavior Intervention

*Service is Not Currently Provided*

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

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

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540--Day Treatment

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

*Service is Not Currently Provided*

545--Residential Treatment

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

*Service is Not Currently Provided*

610--Specialized Service for Low Incidence Disabilities

*Service is Not Currently Provided*

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

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.

715--Interpreter

*Service is Not Currently Provided*

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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 Individualized Education Program (IEP) as to reason, frequency and duration of contact; infrequent contact is considered assistance and would not be included. (CCR Title 5 §3051.2).

725–Specialized Vision

*Service is Not Currently Provided*

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

This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs, including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills (including alternative modes of reading and writing); social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students (such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff, and others) and collaboration with the student's classroom teacher. (CAC Title 5 §3030(d), EC 56364.1).

730–Orientation and Mobility

*Service is Not Currently Provided*

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

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

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735–Braille Transcription  *Service is Not Currently Provided*

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

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

740–Specialized Orthopedic  *Service is Not Currently Provided*

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. (CAC Title 5, §3030(e) & 3051.16).

745–Reading  *Service is Not Currently Provided*

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

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

750–Note Taking  *Service is Not Currently Provided*

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

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

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,



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worksheets, or anything necessary for instruction.

760–Recreation Service, Including  
Therapeutic Recreation

*Service is Not Currently Provided*

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

As of date of hearing, per IEP/IFSP, no students currently indicate a need for this service

820–College Awareness

*Service is Not Currently Provided*

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

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

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

*Service is Not Currently Provided*

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

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

840–Career Awareness

*Service is Not Currently Provided*

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

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

850–Work Experience Education

*Service is Not Currently Provided*

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

Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree. (34 CFR 300.26).

855—Job Coaching

*Service is Not Currently Provided*

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

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

860—Mentoring

*Service is Not Currently Provided*

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

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

865—Agency Linkages (referral and placement)

*Service is Not Currently Provided*

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

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

870—Travel and Mobility Training

*Service is Not Currently Provided*

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

890--Other Transition Services  *Service is Not Currently Provided*

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

900--Other Related Service

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

*Service is Not Currently Provided*

Description of the "Other Related Service"

Qualifications of the Provider Delivering "Other Related Service"