

LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education

Special Education Division

2022–23 Local Plan Submission

Section D: Annual Budget Plan

SELPA Stanislaus SELPA

Fiscal Year 2022–23

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

SELPA

Stanislaus SELPA

Fiscal Year

2022–23

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	45,826,616	57.18%
AB 602 Property Taxes	12,396,640	15.47%
Federal IDEA Part B	14,694,864	18.34%
Federal IDEA Part C	114,944	0.14%
State Infant/Toddler	1,133,196	1.41%
State Mental Health	5,088,900	6.35%
Federal Mental Health	885,955	1.11%
Other Projected Revenue	0	0.00%
Total Projected Revenue:	80,141,115	100.00%

D-2. "Other Revenue" Source Identification

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

N/A

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

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

Section D: Annual Budget Plan

SELPA

Stanislaus SELPA

Fiscal Year

2022–23

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	51,002,900	25.77%
Object Code 2000—Classified Salaries	35,919,665	18.15%
Object Code 3000—Employee Benefits	34,907,248	17.64%
Object Code 4000—Supplies	1,749,532	0.88%
Object Code 5000—Services and Operations	67,575,933	34.14%
Object Code 6000—Capital Outlay	388,226	0.20%
Object Code 7000—Other Outgo and Financing	6,396,162	3.23%
Total Projected Expenditures:	197,939,666	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:

Indirect Cost

Section D: Annual Budget Plan

SELPA Stanislaus SELPA

Fiscal Year 2022–23

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	64,445,352	32.07%
Projected Federal Revenue	15,695,763	7.81%
Local Contribution	120,838,738	60.12%
Total Revenue from all Sources:	200,979,853	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).

AB602 revenue and expenses is calculated using the most-current ADA. Federal money is allocated based on the guidelines of the grant.

- 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

Stanislaus SELPA

Fiscal Year

2022–23

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 r 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	518,231	3.26%
Object Code 2000—Classified Salaries	456,301	2.87%
Object Code 3000—Employee Benefits	365,654	2.30%
Object Code 4000—Supplies	30,925	0.19%
Object Code 5000—Services and Operations	14,336,499	90.16%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing	193,251	1.22%
Total Projected Operating Expenditures:	15,900,861	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.

Section D: Annual Budget Plan

SELPA

Stanislaus SELPA

Fiscal Year

2022–23

TABLE 5

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

The standardized account code structure (SACS), goal 5750 is defined as "Special Education, Ages 5–22 Severely Disabled." 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 SAS in the Regular Classroom and for Students with LI Disabilities

Enter the projected expenditures budgeted for SAS disabilities in the regular education classroom.

1,402,422

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

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

1,140,861

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

SELPA Stanislaus County

Fiscal Year 2022–23

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

California Department of Education
Special Education Division
2022–23 Local Plan Annual Submission

Section E: Annual Service Plan

SELPA: Stanislaus County

Fiscal Year: 2022–23

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.

Section E: Annual Service Plan

SELPA: Stanislaus County

Fiscal Year: 2022-23

☒ 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.

Currently we have no student in need of this service. The SELPA would contract with an outside provider or the Stanislaus County Office of Education if service is needed.

☐ 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.

Currently we have no student in need of this service. The SELPA would contract with an outside provider or the Stanislaus County Office of Education if service is needed.

☒ 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.

Time spent by a case manager coordinating services and providers who are serving the student.

☒ 250-Special Instruction (Ages 0-2 only)

☐ *Service is Not Currently Provided*

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

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

Section E: Annual Service Plan

SELPA: Stanislaus County

Fiscal Year: 2022-23

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

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

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

Currently we have no student in need of this service. The SELPA would contract with an outside provider or the Stanislaus County Office of Education if service is needed.

☐ 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.

Currently we have no student in need of this service. The SELPA would contract with an outside provider or the Stanislaus County Office of Education if service is needed.

☒ 340--Intensive Individual Instruction

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

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

☒ 350--Individual and Small Group Instruction

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

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

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

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

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

Section E: Annual Service Plan

SELPA: Stanislaus County

Fiscal Year: 2022–23

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

☒ 425–Adapted Physical Education

☐ *Service is Not Currently Provided*

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

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

☒ 435–Health and Nursing: Specialized
Physical Health Care

☐ *Service is Not Currently Provided*

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

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

☒ 436–Health and Nursing: Other

☐ *Service is Not Currently Provided*

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

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

Section E: Annual Service Plan

SELPA: Stanislaus County

Fiscal Year: 2022–23

☒ 445–Assistive Technology

☐ *Service is Not Currently Provided*

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

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

☒ 450–Occupational Therapy

☐ *Service is Not Currently Provided*

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

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

☒ 460–Physical Therapy

☐ *Service is Not Currently Provided*

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

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

Section E: Annual Service Plan

SELPA: Stanislaus County

Fiscal Year: 2022–23

☒ 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.

☒ 515–Counseling and Guidance

☐ *Service is Not Currently Provided*

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

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

☒ 520–Parent Counseling

☐ *Service is Not Currently Provided*

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

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

☒ 525–Social Worker

☐ *Service is Not Currently Provided*

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

Social Work services, provided pursuant to an 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

Section E: Annual Service Plan

SELPA: Stanislaus County

Fiscal Year: 2022–23

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

☒ 530–Psychological

☐ *Service is Not Currently Provided*

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

These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results 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. IEP-required psychological services are expected to supplement the regular guidance and counseling program.

☒ 535–Behavior Intervention

☐ *Service is Not Currently Provided*

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

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

☒ 540–Day Treatment

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

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

☒ 545–Residential Treatment

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

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

Section E: Annual Service Plan

SELPA: Stanislaus County

Fiscal Year: 2022-23

☒ 610—Specialized Service for Low Incidence Disabilities

☐ *Service is Not Currently Provided*

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

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

☒ 710—Specialized Deaf and Hard of Hearing

☐ *Service is Not Currently Provided*

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

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

☒ 715—Interpreter

☐ *Service is Not Currently Provided*

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

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

☐ 720—Audiological

☒ *Service is Not Currently Provided*

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.

Currently we have no student in need of this service. The SELPA would contract with an outside provider or the Stanislaus County Office of Education if service is needed.

☒ 725—Specialized Vision

☐ *Service is Not Currently Provided*

Section E: Annual Service Plan

SELPA: Stanislaus County

Fiscal Year: 2022-23

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

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

☒ 730--Orientation and Mobility

☐ *Service is Not Currently Provided*

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

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

☐ 735--Braille Transcription

☒ *Service is Not Currently Provided*

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.

Currently we have no student in need of this service. The SELPA would contract with an outside provider or the Stanislaus County Office of Education if service is needed.

☐ 740--Specialized Orthopedic

☒ *Service is Not Currently Provided*

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

Currently we have no student in need of this service. The SELPA would contract with an outside provider or the Stanislaus County Office of Education if service is needed.

☐ 745--Reading

☒ *Service is Not Currently Provided*

Section E: Annual Service Plan

SELPA: Stanislaus County

Fiscal Year: 2022-23

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.

Currently we have no student in need of this service. The SELPA would contract with an outside provider or the Stanislaus County Office of Education if service is needed.

☐ 750-Note Taking

☒ *Service is Not Currently Provided*

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

Currently we have no student in need of this service. The SELPA would contract with an outside provider or the Stanislaus County Office of Education if service is needed.

☐ 755-Transcription

☒ *Service is Not Currently Provided*

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

Currently we have no student in need of this service. The SELPA would contract with an outside provider or the Stanislaus County Office of Education if service is needed.

☐ 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.

Currently we have no student in need of this service. The SELPA would contract with an outside provider or the Stanislaus County Office of Education if service is needed.

☒ 820-College Awareness

☐ *Service is Not Currently Provided*

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

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

☒ 830-Vocational Assessment, Counseling,
Guidance, and Career Assessment

☐ *Service is Not Currently Provided*

Section E: Annual Service Plan

SELPA: Stanislaus County

Fiscal Year: 2022–23

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.

☒ 840–Career Awareness

☐ *Service is Not Currently Provided*

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

Transition services include a provision for in paragraph (1)(c)(vi), self-advocacy, career planning, and career guidance. This comment also emphasized the 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.

☒ 850–Work Experience Education

☐ *Service is Not Currently Provided*

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

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

☐ 855–Job Coaching

☒ *Service is Not Currently Provided*

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.

Currently we have no student in need of this service. The SELPA would contract with an outside provider or the Stanislaus County Office of Education if service is needed.

☐ 860–Mentoring

☒ *Service is Not Currently Provided*

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

Currently we have no student in need of this service. The SELPA would contract with an outside provider or the Stanislaus County Office of Education if service is needed.

Section E: Annual Service Plan

SELPA: Stanislaus County

Fiscal Year: 2022-23

☒ 865-Agency Linkages (referral and placement)

☐ *Service is Not Currently Provided*

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

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

☒ 870-Travel and Mobility Training

☐ *Service is Not Currently Provided*

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

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

☒ 890-Other Transition Services

☐ *Service is Not Currently Provided*

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

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

☒ 900-Other Related Service

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

 Description of the "Other Related Service"

This code is used in our SELPA to provider pre-referral services for Emotional Disturbance -- it is an early intervention to help avoid referral of a child for the label of Emotional Disturbance.

Section E: Annual Service Plan

SELPA: Stanislaus County

Fiscal Year: 2022–23

Qualifications of the Provider Delivering “Other Related Service”

Social skills providers have teaching credentials, the therapist attached to the program has a license in Marriage and Family Therapy.

LOCAL PLAN
Attachments
SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education
Special Education Division
2022–23 Local Plan Submission

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Attachment I—Local Educational Agency Listing**Participating Local Educational Agency Identification**

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

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

To Add or Delete Rows:

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

LEA Membership Changes:

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

SELPA County/District/School Codes

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

SELPA: Stanislaus SELPA

Fiscal Year: 2022-23

Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	50	71043	0		Ceres Unified School District	Aneta	Mikhael	(209)556-1534	amikhael@ceres.k12.ca.us	Previously Reported
	2	50	71050	0		Chatom Union School District	Cherise	Olvera	(209)664-8505	colvera@chatom.k12.ca.us	Previously Reported
	3	50	71068	0		Denair Unified School District	Amanda	Silva	(209)632-7514	asilva@dusd.k12.ca.us	Previously Reported
	4	50	71076	0		Empire Union Elementary School District	Aimee	Barnard	(209)521-2800	abarnard@empire.k12.ca.us	Previously Reported
	5	50	75739	131185		Fusion Charter	Susan	Nisan	(209)667-9047	snisan@fusioncharter.org	Previously Reported
	6	50	71084	0		Gratton Elementary School District	Wendy	Williams	(209)632-0505	williams@gratton.school.net	Previously Reported
	7	50	10504	117457		Great Valley Academy	Mike	Ruehle	(209)576-2283	m.ruehle@greatvalleyacademy.com	Previously Reported
	8	50	71266	124768		Great Valley Academy - Salida	Russell	Howell	(209)545-7500	r.howell@greatvalleyacademy.com	Previously Reported
	9	50	71092	0		Hart-Ransom Union Elementary School District	Cecilia	Holt	(209)523-9979	cholt@hartransom.org	Previously Reported
	10	50	71100	6112627		Hickman Charter	Paul	Gardner	(209)874-1816	pgardner@hickmanschools.org	Previously Reported
	11	50	75549	0		Hughson Unified School District	Dak	Champeau x	(209)883-4182	dchampeaux@hughson.k12.ca.us	Previously Reported
	12	50	71134	0		Keyes Union School District	Cyndi	McDaniel	(209)669-2921	cmcdaniel@keyes.k12.ca.us	Previously Reported

SELPA: Stanislaus SELPA

Fiscal Year: 2022-23

Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxx	Charter Code (if applicable) xxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	13	50	71142	0		Knights Ferry Elementary School District	Dr. Janet	Skulina	(209)881-3382	jskulina@kfsd.org	Previously Reported
	14	50	73601	0		Newman-Crows Landing Unified School District	Kim	Bettencourt	(209)862-2933	kbettencourt@nclsd.k12.ca.us	Previously Reported
	15	50	75564	0		Oakdale Joint Unified School District	Tracey	Jakubowski	(209)848-4884	tjakubowski@ojusd.org	Previously Reported
	16	50	71209	0		Paradise Elementary School District	Heath	Thomason	(209)524-0184	hthomason@paradiseesd.org	Previously Reported
	17	50	71217	0		Patterson Joint Unified School District	David	Hodge	(209)895-7700	dhodge@patterson.k12.ca.us	Previously Reported
	18	50	75556	0		Riverbank Unified School District	Barbara	Brown	(209)869-2538	bbrown@riverbank.k12.ca.us	Previously Reported
	19	50	71233	0		Roberts Ferry Union Elementary School District	Bob	Loretelli	(209)874-2331	bloretelli@robertsferry.k12.ca.us	Previously Reported
	20	50	71266	0		Salida Union Elementary School District	Christopher	Tucker	(209)545-0339	ctucker@salida.k12.ca.us	Previously Reported
	21	50	71274	0		Shiloh Elementary School District	Seth	Ehrler	(209)522-2261	sehrler@shiloh.k12.ca.us	Previously Reported
	22	50	10504	0		Stanislaus County Office of Education	Sarah	Grantano	(209)238-1700	sgrantano@stancoe.org	Previously Reported
	23	50	71282	0		Stanislaus Union Elementary School District	Jennifer	Backman	(209)529-9546	jbackman@stanunion.k12.ca.us	Previously Reported
	24	50	71290	0		Sylvan Union School District	Kari	Hendon	(209)574-5000	khendon@sylvan.k12.ca.us	Previously Reported

Attachment I

SELPA: Stanislaus SELPA

Fiscal Year: 2022-23

25	50	75739	0		Turlock Unified School District	Ericka	Tschantz	(209)667-8519	etschantz@turlock.k12.ca.us	Previously Reported
26	50	71324	0		Valley Home Joint Elementary School District	Bill	Slikker	(209)847-0117	bslikker@vhjsd.org	Previously Reported
27	50	75572	0		Waterford Unified School District	Jose	Aldaco	(209)874-1809	jaldaco@waterford.k12.ca.us	Previously Reported

Attachment II

SELPA: Stanislaus SELPA

Fiscal Year: 2022-23

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

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

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

Attachment II

SELPA: Stanislaus SELPA

Fiscal Year: 2022-23

Attachment II—Projected Special Education Revenue by Local Educational Agency

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
1	Ceres Unified School District	8,447,053	2,285,028	0	2,065,858	0	723,754	100,000	0	13,621,693
2	Chatom Union School District	344,599	93,218	0	111,437	0	29,526	0	0	578,780
3	Denair Unified School District	770,167	208,339	0	224,301	0	65,989	0	0	1,268,796
4	Empire Union Elementary School District	1,735,982	469,604	0	635,760	0	148,741	0	0	2,990,087
5	Fusion Charter	0	0	0	0	0	0	0	0	0
6	Gratton Elementary School District	92,425	25,002	0	14,287	0	7,919	0	0	139,633
7	Great Valley Academy	0	0	0	0	0	0	0	0	0
8	Great Valley Academy - Salida	0	0	0	0	0	0	0	0	0

Attachment II

SELPA: Stanislaus SELPA

Fiscal Year: 2022-23

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
9	Hart-Ransom Union Elementary School District	723,929	195,831	0	108,580	0	62,027	0	0	1,090,367
10	Hickman Charter	628,580	170,038	0	144,296	0	53,857	0	0	996,771
11	Hughson Unified School District	1,240,146	335,474	0	350,025	0	106,257	0	0	2,031,902
12	Keyes Union School District	664,183	179,669	0	214,301	0	56,908	0	0	1,115,061
13	Knights Ferry Elementary School District	93,088	25,182	0	15,716	0	7,976	0	0	141,962
14	Newman-Crows Landing Unified School District	1,887,390	510,561	0	575,755	0	161,714	0	0	3,135,420
15	Oakdale Joint Unified School District	3,177,013	859,419	0	968,640	0	272,210	0	0	5,277,282
16	Paradise Elementary School District	108,866	29,449	0	17,145	0	9,328	0	0	164,788
17	Patterson Joint Unified School District	3,573,835	966,764	0	1,460,103	0	306,211	0	0	6,306,913
18	Riverbank Unified School District	1,746,725	472,510	0	475,747	0	149,662	0	0	2,844,644

Attachment II

SELPA: Stanislaus SELPA

Fiscal Year: 2022-23

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
19	Roberts Ferry Union Elementary School District	101,288	27,399	0	28,574	0	8,678	0	0	165,939
20	Salida Union Elementary School District	1,381,168	373,622	0	420,029	0	118,340	0	0	2,293,159
21	Shiloh Elementary School District	109,314	29,571	0	15,716	0	9,366	0	0	163,967
22	Stanislaus County Office of Education	1,793,501	485,164	114,944	1,481,075	1,133,196	1,316,089	0	0	6,323,969
23	Stanislaus Union Elementary School District	2,087,083	564,581	0	578,611	0	178,824	0	0	3,409,099
24	Sylvan Union School District	4,820,441	1,303,986	0	1,628,687	0	413,021	0	0	8,166,135
25	Turlock Unified School District	8,260,690	2,234,615	0	2,607,326	0	707,786	785,955	0	14,596,372
26	Valley Home Joint Elementary School District	104,231	28,196	0	20,001	0	8,931	0	0	161,359
27	Waterford Unified School District	1,934,919	523,418	0	532,894	0	165,786	0	0	3,157,017
Totals:		45,826,616	12,396,640	114,944	14,694,864	1,133,196	5,088,900	885,955	0	80,141,115

Attachment III

SELPA: Stanislaus SELPA

Fiscal Year: 2022-23

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
1	Ceres Unified School District	9,256,921	7,355,311	6,690,539	221,209	3,143,328	5,000	1,316,835	27,989,143
2	Chatom Union School District	224,403	179,035	200,552	3,300	856,182	0	0	1,463,472
3	Denair Unified School District	806,580	404,338	393,114	33,739	1,013,966	0	79,236	2,730,973
4	Empire Union Elementary School District	1,865,463	1,012,889	878,258	26,924	4,608,501	0	229,379	8,621,414
5	Fusion Charter	0	0	0	0	0	0	0	0
6	Gratton Elementary School District	54,390	31,080	22,227	0	13,695	0	7,062	128,454
7	Great Valley Academy	0	0	0	0	0	0	0	0
8	Great Valley Academy - Salida	0	0	0	0	0	0	0	0
9	Hart-Ransom Union Elementary School District	212,438	139,682	134,907	1,500	633,568	0	32,167	1,154,262

SELPA: Stanislaus SELPA

Fiscal Year: 2022-23

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
10	Hickman Charter	365,412	60,912	145,257	5,535	391,423	0	0	968,539
11	Hughson Unified School District	1,035,608	368,630	567,466	11,000	1,825,509	0	21,062	3,829,275
12	Keyes Union School District	478,658	206,720	237,209	74,317	1,768,336	0	54,348	2,819,588
13	Knights Ferry Elementary School District	0	15,800	5,271	0	209,921	0	0	230,992
14	Newman-Crows Landing Unified School District	2,156,041	893,283	1,378,669	63,203	2,744,814	0	81,042	7,317,052
15	Oakdale Joint Unified School District	3,634,854	1,423,908	1,939,445	68,479	3,544,935	17,459	325,795	10,954,875
16	Paradise Elementary School District	0	0	0	0	182,402	0	3,695	186,097
17	Patterson Joint Unified School District	5,947,262	3,628,007	4,122,559	117,685	4,239,571	0	886,273	18,941,357
18	Riverbank Unified School District	1,446,764	526,394	905,510	44,628	3,896,068	0	73,900	6,893,264
19	Roberts Ferry Union Elementary School District	14,400	28,249	16,251	0	106,423	0	0	165,323
20	Salida Union Elementary School District	1,711,019	503,592	648,450	80,250	3,428,764	0	0	6,372,075

Attachment III

SELPA: Stanislaus SELPA

Fiscal Year: 2022-23

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
21	Shiloh Elementary School District	30,601	0	13,613	0	135,143	0	0	179,357
22	Stanislaus County Office of Education	855,575	455,290	725,009	543,828	19,577,434	85,000	361,258	22,603,394
23	Stanislaus Union Elementary School District	1,652,067	722,283	756,416	61,300	4,737,454	0	239,218	8,168,738
24	Sylvan Union School District	6,896,510	5,651,853	4,938,093	275,870	4,189,281	303,226	797,921	23,052,754
25	Turlock Unified School District	10,790,750	11,134,665	8,954,171	69,200	3,726,294	0	1,632,442	36,307,522
26	Valley Home Joint Elementary School District	25,380	0	9,906	0	101,823	0	0	137,109
27	Waterford Unified School District	1,541,804	1,177,744	1,224,356	47,565	2,501,098	0	232,070	6,724,637
Totals:		51,002,900	35,919,665	34,907,248	1,749,532	67,575,933	410,685	6,373,703	197,939,666

Attachment IV

SELPA: Stanislaus SELPA

Fiscal Year: 2022-23

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
1	Ceres Unified School District	2,793,599	17.80%	12,056,646	18.71%	15,633,944	14,850,245
2	Chatom Union School District	113,965	0.73%	491,853	0.76%	1,011,214	605,818
3	Denair Unified School District	254,708	1.62%	1,099,274	1.71%	1,602,377	1,353,982
4	Empire Union Elementary School District	574,121	3.66%	2,477,801	3.84%	6,794,368	3,051,922
5	Fusion Charter	0	0.00%	0	0.00%	0	0
6	Gratton Elementary School District	30,567	0.19%	131,920	0.20%	0	162,487
7	Great Valley Academy	0	0.00%	0	0.00%	0	0
8	Great Valley Academy - Salida	0	0.00%	0	0.00%	0	0
9	Hart-Ransom Union Elementary School District	239,417	1.53%	1,033,279	1.60%	332,599	1,272,696

Attachment IV

SELPA: Stanislaus SELPA

Fiscal Year: 2022-23

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
10	Hickman Charter	207,883	1.32%	897,183	1.39%	174,779	1,105,066
11	Hughson Unified School District	410,139	2.61%	1,770,085	2.75%	2,079,772	2,180,224
12	Keyes Union School District	219,658	1.40%	948,002	1.47%	1,838,581	1,167,660
13	Knights Ferry Elementary School District	30,786	0.20%	132,867	0.21%	141,392	163,653
14	Newman-Crows Landing Unified School District	624,195	3.98%	2,693,910	4.18%	3,967,199	3,318,105
15	Oakdale Joint Unified School District	1,050,697	6.69%	4,534,613	7.04%	6,920,532	5,585,310
16	Paradise Elementary School District	36,004	0.23%	155,386	0.24%	59,451	191,390
17	Patterson Joint Unified School District	1,181,933	7.53%	5,101,005	7.92%	11,362,750	6,282,938
18	Riverbank Unified School District	577,674	3.68%	2,493,135	3.87%	4,403,992	3,070,809
19	Roberts Ferry Union Elementary School District	33,498	0.21%	144,570	0.22%	33,082	178,068
20	Salida Union Elementary School District	456,778	2.91%	1,971,368	3.06%	4,612,881	2,428,146

Attachment IV

SELPA: Stanislaus SELPA

Fiscal Year: 2022-23

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
21	Shiloh Elementary School District	36,152	0.23%	156,027	0.24%	59,634	192,179
22	Stanislaus County Office of Education	1,133,196	7.22%	1,596,018	2.48%	10,357,282	2,729,214
23	Stanislaus Union Elementary School District	690,237	4.40%	2,978,935	4.62%	5,252,228	3,669,172
24	Sylvan Union School District	1,594,209	10.16%	6,880,310	10.68%	14,820,901	8,474,519
25	Turlock Unified School District	2,731,963	17.41%	11,790,646	18.30%	25,003,612	14,522,609
26	Valley Home Joint Elementary School District	34,471	0.22%	148,772	0.23%	44,615	183,243
27	Waterford Unified School District	639,913	4.08%	2,761,747	4.29%	4,331,553	3,401,660
Totals:		15,695,763	100.00%	64,445,352	100.00%	120,838,738	80,141,115

Attachment V

SELPA: Stanislaus SELPA

Fiscal Year: 2022-23

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
1	Ceres Unified School District	0	190,195
2	Chatom Union School District	0	29,535
3	Denair Unified School District	0	2,418
4	Empire Union Elementary School District	182,088	24,033
5	Fusion Charter	0	0
6	Gratton Elementary School District	0	0
7	Great Valley Academy	0	0
8	Great Valley Academy - Salida	0	0
9	Hart-Ransom Union Elementary School District	45,604	0

Attachment V

SELPA: Stanislaus SELPA

Fiscal Year: 2022-23

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
10	Hickman Charter	0	0
11	Hughson Unified School District	74,642	20,397
12	Keyes Union School District	0	18,534
13	Knights Ferry Elementary School District	0	0
14	Newman-Crows Landing Unified School District	0	29,011
15	Oakdale Joint Unified School District	0	57,501
16	Paradise Elementary School District	0	0
17	Patterson Joint Unified School District	29,895	43,514
18	Riverbank Unified School District	0	43,517
19	Roberts Ferry Union Elementary School District	28,249	0
20	Salida Union Elementary School District	0	21,758

Attachment V

SELPA: Stanislaus SELPA

Fiscal Year: 2022-23

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
21	Shiloh Elementary School District	0	0
22	Stanislaus County Office of Education	797,427	205,084
23	Stanislaus Union Elementary School District	0	50,770
24	Sylvan Union School District	0	186,436
25	Turlock Unified School District	244,517	218,158
26	Valley Home Joint Elementary School District	0	0
27	Waterford Unified School District	0	0
Totals:		1,402,422	1,140,861

Enter all special education services provided by the SELPA's LEA membership and location (site) where they are provided. If code 900 is selected, the specific special education service must be defined in Local Plan Section E: Annual Service Plan, Licensing, certification, and provider qualifications for each identified service must be in accordance with law (see the Local Plan Guidance Document for more information). Attachment VI must be included with each Local Plan Section E: Annual Service Plan submission to the California Department of Education (CDE).

SELPA NAME: Stanislaus County SELPA

[illegible]

[illegible]

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

Attachment VII

SELPA: Stanislaus SELPA

Fiscal Year: 2022-23

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

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

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