Special Education Local Plan Area (SELPA) Local Plan

SELPA Stanislaus County SELPA **Fiscal Year** 2022-23

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education

Special Education Division

CDE Form Version June 2022

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B. Governance and Administration

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

Participating Local Educational Agencies

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

Special Education Local Plan Area—Local Plan Requirements

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

Stanislaus County SELPA covers the entire Stanislaus County area with the exception of that area covered by Modesto City Schools There are 25 school districts encompassed by the Stanislaus County SELPA: Ceres Unified, Chatom Union, Denair Unified, Empire Union, Gratton, Great Valley Academy (GVA), Hart-Ransom Union, Hickman Community Charter, Hughson Unified, Keyes Union, Knights Ferry, Newman-Crows Landing Unified, Oakdale Joint Unified, Paradise Elementary, Patterson Joint Unified, Riverbank Unified, Roberts Ferry, Salida Union, Shiloh, Stanislaus Union School District, Sylvan Union, Turlock Unified, Valley Home Joint, and Waterford Unified. The Stanislaus County Office of Education, for the purposes of the local plan and the joint powers agreement, is considered a school district within Stanislaus County SELPA. SCOE also serves Modesto City Schools SELPA.

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

The Stanislaus County SELPA is comprised of twenty-four school districts and the Stanislaus County Office of Education (Local Education Agencies or LEAs) who have joined in a cooperative effort to provide for the coordinated delivery of programs/ services and assurance of equal access to such programs and services to eligible persons with disabilities requiring special education in the services region (Education Code 56026). The Stanislaus County Office of Education (SCOE) is designated as the Administrative Unit (AU) for the Stanislaus County SELPA. It shall be responsible for functions such as, but not limited to:

1. Receipt and distribution of funds including Regionalized Services and Program Specialist revenues to accounts exclusively designated by the SELPA.

2. Provision of designated services as specified in the "Agreement for Services as Administrative Unit."
Through a Joint Powers Agreement (JPA), the Stanislaus County SELPA participants designate a Superintendents' Council, which shall be the governing body of the Stanislaus County SELPA. The SELPA staff implements the policies and decisions of the Superintendents' Council. The bylaws of the Superintendents' Council are incorporated in the Policies of the Superintendents' Council. Official SELPA documents once referenced in policy are an extension of Superintendents' Council Policy upon adoption and are of equal authority as other forms of policies are approved by the Superintendents' Council as provided in the Joint Powers Agreement. The Policies document is provided to establish direction for all aspects of the Stanislaus County SELPA's function. One example, the Procedural Manual, includes uniform practices to be used by all staff in the provision of special education

programs and services in compliance with the law and mutual agreement through the Local Plan.

COMPOSITION AND ORGANIZATION OF THE GOVERNANCE COUNCIL

The Stanislaus County Special Education Local Plan Area (Stanislaus County SELPA) is governed by a Superintendents' Council comprised of nine (9) voting superintendents from member LEAs.

Representation on the Superintendents' Council is as follows: three (3) permanent members (the County Superintendent of Schools and the Superintendents of the two largest (by CBEDS count) member districts within the SELPA. The remaining six (6) members are superintendents elected by the superintendents of Stanislaus County, apportioned according to the districts comprising the SELPA. The apportioned representation is as follows:

one for direct service
districts two for elementary
districts two for unified
districts
one as a member at large
two alternates at large

Members are elected for three (3) year terms. Members can succeed themselves and nominate themselves for office. Terms are from July 1 to June 30. Vacancies are filled by appointment by the Council from the same category as the vacating superintendent and serve the remainder of the unexpired term.

Alternate members will be elected for three (3) year terms. These members are asked to attend all Superintendents' Council Meetings. They will be requested to sit in for an absent member as needed. The alternate will vote in place of the absent member.

The Stanislaus County SELPA Director shall serve as the Chief Executive Officer and report directly to the Superintendents' Council. The Stanislaus County SELPA Director will have a non-voting status on the Superintendents' Council.

The Superintendents' Council shall meet not less than four times per school year. Additional meetings may be called at the request of any representative of the Superintendents' Council pursuant to adopted policies. The Stanislaus County SELPA Director shall be responsible for preparing the agenda and all support materials for each meeting and serve as secretary to the Council. A quorum shall consist of five (5) voting members.

The Superintendents' Council will elect a chairperson and vice-chairperson from their members. The term of office shall be one year. Each of these officers shall serve at the pleasure of the Superintendents' Council until a successor is elected. Elections are held the first meeting of the fiscal year or as scheduled by Superintendents' Council action. New officers are to take office at the first meeting of the new fiscal year.

The functions of the Superintendents' Council consist of the adoption of policies designed to give direction to the Stanislaus County SELPA in the areas to include, but not be limited to, matters of personnel, budget, policy, and contracts. The Superintendents' Council shall evaluate the performance of the Stanislaus County SELPA Director.

All meetings of the Superintendents' Council shall be held according to law.

The Superintendents' Council shall:

- Develop a Joint Powers Agreement to define operations of the SELPA
- Coordinate and implement the Stanislaus County SELPA Local Plan
- Adopt policy for the Stanislaus County SELPA
- Appoint the Stanislaus County SELPA Director

Evaluate the Stanislaus County SELPA Director
Approve agreements for Regionalized Services
Adopt an operations budget for the Stanislaus County SELPA including regionalized services and program specialist
Approve interagency agreements
Approve the Annual Budget and Service Plan for submission to the state
Monitor compliance as required by law
Provide for an annual audit of all income and expenditures, as required by law
Receive recommendations from the CAC, PAC, B & P, LEA Boards, as well as other concerned agencies and individuals
Facilitate interagency coordination and development of agreements
Facilitate non-public school/agency coordination and development of master contracts including rate setting on behalf of member LEAs and uniform procedures for individual service agreements
Decide disputes between participating LEAs that arise concerning special education related matters or related to the interpretation of the Local Plan or Joint Powers Agreement (JPA) as well as other agreements or policies between or among the LEAs
Resolve disputes between SELPAs
Resolve transportation issues in accordance with the contract between the Stanislaus County SELPA; the Modesto City SELPA and/or the transportation provider for the SELPAs

RESPONSIBILITY OF PARTICIPATING LOCAL EDUCATIONAL AGENCIES

Each participating LEA is responsible for implementing those services assigned to the local agency herein and provided for in local budget plans. Each LEA provides assigned programs and services through its own facilities and staff.

However, when an LEA is unable to provide an appropriate program for an individual pupil, that LEA shall, in cooperation with the SELPA/County Program Specialists, arrange for an appropriate placement, through an Individualized Education Team, in a Stanislaus County program or in another LEA within the Stanislaus County SELPA. If such placement is not possible, the Stanislaus County SELPA Director will assist the district in a placement outside of the Stanislaus County SELPA. The Stanislaus County Office of Education shall perform the services of an LEA for persons with disabilities residing in Juvenile Court Schools in the Stanislaus County SELPA.

Stanislaus County has more than one Local Plan Area and the Stanislaus County Office of Education (SCOE) provides special education services to more than one SELPA, therefore, relevant provisions of contracts between the County Office and its employees governing wage, hours, and working conditions shall supersede any like provision contained in the Stanislaus County Local Plan

Transfer of responsibility between the elementary and high school districts occurs during the school year in which the student becomes 14.9 years old on or before September 1, unless otherwise accomplished through graduation from the 8th grade or IEP Team decision. Whatever the decision, the LEA responsibility shifts to the high school district at the time of transfer.

LEA BOARDS OF EDUCATION

LEA Boards shall:

Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the LEA.

Enter into agreements with other LEAs participating in the plan, for purpose of delivery of services and programs.

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Review and approve revisions of the Stanislaus County SELPA Local Plan for Special Education.

Participate in the governance of the Stanislaus County SELPA through their designated representative to the Superintendents' Council.

Appoint members to the Community Advisory Committee (CAC).

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)]

SUPERINTENDENTS' COUNCIL

Policies governing the Stanislaus County SELPA shall be adopted by the Superintendents' Council and are included as part of the Local Plan. The Council shall be advised by the Stanislaus County SELPA Director who shall, in turn, be advised by the Program Advisory Committee (PAC), the Business and Program Committee (B&P), and the Community Advisory Committee (CAC). Input may be received from parents, staff, public and non-public agencies and members of the public at large. Individuals wishing an opportunity to address the Council on a particular agenda item or have the council consider a topic are invited to complete a Request to Address Superintendents' Council form, which is available at the SELPA office. The Superintendents' Council shall review the Stanislaus County SELPA Local Plan and recommend modifications as necessary. All such modifications shall be subject to appropriate statutory and locally defined input process prior to incorporation in this plan. The Stanislaus County SELPA Director, with the Program Advisory Committee and Business and Program Committee, shall assist the Superintendents' Council with these reviews.

The Superintendents' Council shall be the policy making body for the Stanislaus County SELPA and its member LEAs. The policies and procedures adopted by the Superintendents' Council under the authority of the adopting LEA board have the same status as other LEA board policy.

PROGRAM ADVISORY COMMITTEE (PAC), BUSINESS AND PROGRAM COMMITTEE (B & P)

1. The coordination and implementation of the Stanislaus County Special Education Local Plan shall be the responsibility of the Stanislaus County SELPA Program Advisory Committee and Business and Program of the Special Education Administrators from each of the twenty-four (24) participating Districts and the County Office of Education in the Local Plan Area.
2. The Stanislaus County SELPA Director is an ex-officio member and serves as Secretary of the committees.
3. The Program Advisory Committee and the Business and Program Committee shall meet monthly during the school year or as needed.
4. The Program Advisory Committee and Business and Program Committee shall be responsible for implementing policies of the Superintendents Council and for carrying out the day-to-day operations of the LEA programs.
5. The Program Advisory Committee and Business and Program Committee make recommendations to the Stanislaus County SELPA Director regarding the development of policies and regulations as well as the general operations of the SELPA. These recommendations are to include, but not be limited to, the following:
   a. establishment of priorities for the provision of services.
   b. modification of the Local Plan.
   c. development of the Stanislaus County SELPA budget.

d. evaluation of Personnel Development activities.
e. development of the resource allocation policies.
f. development of the service delivery policies.
6. In addition, the Program Advisory Committee and Business and Program Committees will be responsible for:
a. Coordination of SELPA provided regionalized services with LEA services.
b. Coordination of student and program placement.
c. Coordination of transportation services.
7. The Program Advisory Committee and Business and Program Committee and/or the SELPA Director may create standing committees to assist with these recommendations.

The Program Advisory Committee and Business and Program Committee may be assigned other responsibilities by the Superintendents' Council.

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

ADMINISTRATIVE FUNCTIONS

SELECTION OF RLA AND EMPLOYMENT OF SELPA STAFF

The Stanislaus County Office of Education (SCOE) shall serve as the Administrative Unit (A) and the Responsible Local Agency (RLA) and shall be responsible for functions such as, but not limited to:

Receipt and distribution of funds including Regionalized Services and Program Specilaist revenues to accounts exclusively designated by the SELPA.
Provision of designated services as specified in the “Agreement for Services as Administrative Unit.

Should the Superintendents' Council determine to designate a different agency as the AU or should the Stanislaus County Office of Education choose not to serve as the AU, the Superintendents' Council or the Stanislaus County Office of Education, whichever party seeks the change, shall notify the other party of its decision by the January 1 preceding the fiscal year when the change will be effected. In any fiscal year should the Superintendents' Council choose to contract with an agency other than the AU to perform some or all of the services which the AU has been performing, it shall notify the AU by January 1 preceding the fiscal year when the change will be effected.

STANISLAUS COUNTY SELPA DIRECTOR

The Stanislaus County SELPA Director shall serve as the chief administrator of the SELPA to operate the JPA on behalf of the member LEAs and implement the Local Plan for Special Education including the following:

Provide overall coordination of the Local Plan and JPA implementation.
Serve as the Chief Executive Secretary to the Superintendents' Council.
Arrange for meetings; establish agendas, and record minutes as appropriate for the Superintendents' Council.
Implement the regionalized services of the SELPA:
Administer staff development programs.
Coordinate program review.

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Supervise data collection, information management and reporting.
Coordinate curriculum and program development.
Coordinate ongoing monitoring of Local Plan implementation through program review.
Assign, supervise and evaluate SELPA staff.
Supervise other matters related to the representation and operation of the SELPA.
Coordinate the business operations for the Stanislaus County SELPA.
Hire, supervise, evaluate and discipline staff employed by the SELPA in support of the Local Plan.
Assist in the development of the annual budget plan and annual SELPA operations budget.
Allocate and distribute funds to LEAs for the operation of special education programs and services in accordance with policy.
Coordinate the funds for low incidence services, equipment and materials in accordance with established procedures and state and federal law.
Complete reports for the Stanislaus County SELPA and individual districts in accordance with state priorities criteria, and Education Code.
Apply for discretionary funds and other grants that become available to the Stanislaus County SELPA.
Monitor the appropriate use of federal, state, and local funds allocated for special education programs.
Prepare and submit to the State Department of Education all reports required for the Stanislaus County SELPA.
Assist in the development and coordinate the implementation of agreements and contracts with non-public schools/agencies providing services to exceptional students.
Assist in the development and coordinate the implementation of agreements with other SELPAs and agencies.
Assist in the identification of special education program and service needs for Stanislaus County SELPA.
Request input from the LEAs regarding regionalized and program specialist services.
Coordinate and facilitate the establishment of Stanislaus County SELPA standards, procedures, processes and regulations for the implementation of the Local Plan.
Participate or designate appropriate personnel to participate in IEP Team meetings for students in other LEAs, other SELPAs, and/or non-public school placements.
Provide technical assistance to LEA administrators.
Provide technical assistance to LEAs in due process and complaint procedures as well as represent, or designate appropriate personnel to represent, the SELPA in due process and complaint procedures.
Act as a liaison between and among the Stanislaus County SELPA, the State Department of Education, the Superintendents' Council, Program Advisory Committee, Business and Program Committee, the Community Advisory Committee, Federal Departments and elected government officials.
Update Superintendents' Council and Program Advisory Committee, Business and Program Committee, and Community Advisory Committee on legislative changes, proposal, trends, and related concerns.
Provide leadership for special education within the Stanislaus County SELPA

The Program Advisory Committee and Business and Program Committee and/or the SELPA Director may create standing committees to assist with these recommendations.

A county superintendent of schools, serving as the RLA, shall post on the Internet Web site of the county office any local plan, annual budget plan, annual service plan, and annual assurances support plan upon approval of the county office, and any updates or revisions to the plans upon approval of the county office.

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

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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 Stanislaus County SELPA Community Advisory Committee serves the Special Education Local Plan Area and the Superintendent of the RLA in an advisory capacity, in accordance with Education Code 56190-56194

Parents comprise a majority of the membership of the Community Advisory Committee and of these members; the majority must be parents of children with disabilities. Members of local PTAs, special education teachers, general education classroom teachers and school personnel, students with disabilities, representatives of related public and private agencies, and other persons concerned with the needs of children with disabilities may also be represented.

RESPONSIBILITIES OF THE COMMUNITY ADVISORY COMMITTEE

1. Advise the SELPA Senior Administrator, Program Advisory Committee and the SELPA Governing Board regarding the development, amendment and review of the Local Plan, programs and services.
2. Inform and advise Special Education Local Plan Area staff regarding community conditions, aspirations, and goals for children with disabilities.
3. Make recommendations for annual priorities to be addressed by the SELPA.
4. Assist in parent education and in recruiting parents, volunteers, and agencies who may contribute to the implementation of the Local Plan.
5. Encourage community awareness and involvement in the development and review of the Local Plan.
6. Support activities on behalf of children with disabilities.
7. Facilitate communication between schools, parents, and community.
8. Assist in parent awareness of the importance of regular school attendance.
9. Establish and review by-laws to govern committee operations, including a procedure designed to provide for a systematic rotation of the membership.
10. Support community involvement in the parent advisory committee established pursuant to Education Code section 52063 to encourage the inclusion of parents of individuals with exceptional needs to the extent these pupils also fill within one or more of the definitions in Section 42238.01

THE COMMUNITY ADVISORY COMMITTEE APPOINTMENT AND MEMBERSHIP

The Community Advisory Committee shall consist of members appointed by the LEA Governing Boards. The LEA governing boards shall appoint one council member along with one alternative member. The appointments from each agency may include parents of students enrolled in general education, parents of students with disabilities enrolled in public or private schools, pupils or adults with disabilities, LEA personnel, including teachers, representatives of other public agencies, or other persons concerned with the needs of children with disabilities:

“The members of the community advisory committee shall be appointed by, and responsible to, the governing board of each participating district or county office, or any combination thereof participating in the local plan.”(Ed. Code 56191)

Members appointed to represent an LEA are to be appointed by the governing board of the

LEA. All parent members of the committee must reside within the geographic area of the Special Education Local Plan Area.

A member may resign by filing a written resignation with the chairperson of the Community Advisory Committee and their LEA Board.

The Stanislaus County SELPA office shall provide fiscal and logistical support to the Community Advisory Committee.

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)]

Triennially the SELPA shall consult with an ad hoc local plan committee of representatives of special education and regular education teachers along with administrators, all selected by the groups they represent, along with members of the Community Advisory Committee regarding the SELPA local plan's implementation and development. Each LEA does not need to provide members for the ad hoc local plan committee from each group of representatives.

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]

The Stanislaus County SELPA Director shall allocate all resources granted to the Special Education Local Plan Area pursuant to Education Code. Resources will be allocated in accordance with policy and procedures adopted by the Superintendents' Council.

The Stanislaus County Office of Education (SCOE) is designated as the Administrative Unit (AU) for the Stanislaus County SELPA. It shall be responsible for functions such as, but not limited to:

Receipt and distribution of funds including Regionalized Services and Program Specialist revenues to accounts exclusively designated by the SELPA.

The Auditor-Controller of Stanislaus County, the Stanislaus County Assistant Superintendent of Business shall perform the Auditor-Controller and Treasurer functions prescribed by Government Code Sections 6505 and 6505.5 in the same manner that they perform these functions for school districts. The approval of demands for which the County Superintendent of Schools shall draw warrants shall be performed in accordance with the policies and procedures adopted by the Superintendents' Council, subject to the review and approval of the County Superintendents of Schools, as required by Education Code Sections 42633 and following. There shall be strict accountability of all funds. All revenues and expenditures shall be reported to the Superintendents' Council. The SELPA Director shall have the responsibility of authorizing disbursements and entering into agreements on behalf of the Stanislaus County SELPA.

The Stanislaus County SELPA's powers shall include but are not limited to the following:

To make and enter into contracts.

To employ agents or employees or to utilize the services of personnel of the parties when such services are offered by the parties.

To acquire, construct, manage, maintain or operate any buildings, work or improvements.
To acquire, hold or dispose of property.
To sue and be sued in its own name.
To incur debts, liabilities or obligations.
To apply for, accept, receive, and disburse funds and grants from any agency of the United States of America, the State of California, or any other public agency.
To invest any money pursuant to the Government Code Section 6505.5 that is not required for the immediate activities of the Stanislaus County SELPA, as the Superintendents' Council determines is advisable, in the manner and on the same conditions as local agencies, pursuant to Government Code Section 53601.
To carry out and enforce operations of the Stanislaus County SELPA as outlined in the Local Plan.
To carry out and enforce all the provisions of this Local Plan.

The powers listed above shall be exercised in the manner provided in the law and be subject only to the restrictions upon the manner of exercising such powers as are imposed upon LEAs in the exercise of such power.

POWERS OF LEAs

The governance of LEA special education programs shall be the responsibility of LEA governing boards. LEA governing boards shall have and retain authority to receive and budget all special education income allocated by the Superintendents' Council to LEAs for programs and services provided by LEAs in accordance with the Local Plan, SELPA policies, and federal and state statutes and regulations.

FUNCTION OF THE STANISLAUS COUNTY SELPA

The Stanislaus County SELPA shall be responsible for the following:

In conjunction with the LEAs who are parties to this Agreement, develop a local plan for the education of individuals with exceptional needs in accordance with the requirements of State and Federal laws and regulations.
Coordinate the implementation of Local Plan.
The Superintendents' Council shall be the policy making body for the Stanislaus County SELPA and its member LEAs. The policies and procedures adopted by the Superintendents' Council under the authority of the adopting LEA board have the same status as other LEA board policy.

The Superintendents' Council shall:

Develop a Joint Powers Agreement to define operations of the SELPA
Coordinate and implement the Stanislaus County SELPA Local Plan
Adopt policy for the Stanislaus County SELPA
Appoint a Stanislaus County SELPA Director
Evaluate, decide disputes, and disciplines the Stanislaus County SELPA Director
Approve an agreement for Regionalized services
Adopt an operations budget for the Stanislaus County SELPA including regionalized services and programs specialists funds
Approve Interagency agreements and Inter-SELPA agreements
Approve the Annual Budget and Allocation Plan for submission to the state
Approve the Annual Service Plan for submission to the state
Monitor compliance as required by law
Provide for an annual audit of all income and expenditures, as required by law
Receive recommendations from the CAC, Program Advisory Committee, Business and Program Committee, LEA Boards, and other concerned agencies and individuals

Decide disputes, if any, between participating LEAs that arise concerning special education related matters or related to the interpretation of the Local Plan or this JPA, and other agreements or policies between or among the LEAs
Approve Transportation contract/resolve disputes in accordance with the Transportation contract

Policies Addressing LEA Responsibilities shall include but not be limited to:
Child Find
Procedural safeguards
Records and report requirements
Programs and services
Students and eligibility criteria
Uniform procedures for notification, identification, assessment, Individualized Education Plan (IEP) development, implementation, and review, and placement
Transportation
Complaints and hearings
Private Schools
Personnel Standards
Participation in state/district-wide assessments
Hospital/Foster/LCI/Juvenile Court schools
Equipment and services
Consideration of general education resources after referral

Policies Addressing Regionalized Services shall include but not be limited to:
Interagency coordination and development of agreements
Non-public school/agency coordination and development of master contracts including rate setting on behalf of member LEAs and uniform procedures for individual service agreements
Provision of Program Specialist service
Evaluation, program review, and data collection as required
Curriculum and program development, as required
Provision of SELPA personnel and employment standards
Provision of regionalized staff development
Resource acquisition
Resource allocation and distribution according to policy
Dispute resolution to support parents and LEAs in solving conflict
Coordination of necessary services
Other responsibilities as assigned by Superintendents' Council

4. The SELPA Director is authorized by the Superintendents' Council to implement Stanislaus County SELPA Policies and Regulations and specific Superintendents' Council actions on behalf of the Superintendents' Council and the Stanislaus County SELPA. These responsibilities include but are not limited to the signing of official documents, State reports and authorization of expenditures. [56205(a)(12)(D)(ii)]

PROGRAM SPECIALIST SERVICES

In the Stanislaus County SELPA, Program Specialist services are provided as part of the Regionalized Services.

Role and Function of Program Specialists provide a range of services in both public and non-public, non-sectarian schools as well as with non-public agencies to include:

1. Observe, consult with, and assist regular and special education staff.
2. Plan programs, coordinate curricular resources, and evaluate effectiveness of programs for individuals with exceptional needs.
3. Assist with staff development, program development, and innovation of special methods and approaches.
4. Support the assurance that pupils have full educational opportunity regardless of the district of residence.
5. Work on a consultative basis with principals and administrators who operate special education programs and services.
6. Coordinate placement of students outside their district of residence.
7. Assist with dispute resolution and legal compliance.
8. Serve as liaison and consultant to other professionals, appropriate agencies and the community.

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

In its mission to provide high quality educational programs and related services to disabled students and operate efficient, cost-effective programs, the Superintendents' Council believes when an individual school district within the SELPA has been authorized by the Council to provide programs and related services to students in classrooms closer to their neighborhood, it does so with the intent to offer these programs and services to other districts within its region.

The Superintendents' Council believes by offering regional programs and related services, districts that feed into these programs give their students the opportunity to reduce the time spent being transported to and from school, the number of times a student must change school districts in order to receive appropriate services as well as creating a system that allows students to transition smoothly from one grade level to the next with their disabled and non-disabled classmates.

In adopting the Local Plan, each participating local education agency agrees to carry out the duties and responsibilities assigned to it within the plan. Each agency shall provide special education and services to all eligible students within its boundaries, including students attending charter schools where that local education agency of the SELPA has granted that charter. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the local education agency of residence programs. Such cooperation ensures that a range of program options is available throughout the Stanislaus County SELPA.

Any participating local education agency may provide for the education of special education students in special education programs maintained by other districts or counties, and may include within the special education program students who reside in other districts or counties.

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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)*]

Stanislaus County Office of Education shall be a member of the superintendent's council that participates in the

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)]

In adopting the Local Plan, each participating local education agency agrees to carry out the duties and responsibilities assigned to it within the plan. Each agency shall provide special education programs and services to all eligible students within its boundaries, including students attending charter schools where that local education agency of the SELPA has granted that charter. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the local education agency of residence programs. Such cooperation ensures that a range of program options is available throughout the Stanislaus County SELPA.

Any participating local education agency may provide for the education of special education students in special education programs maintained by other districts or counties, and within the special education program students who reside in other districts or counties.

c. The responsibilities of each LEA and COE for coordinating the administration of the local plan: [EC 56205(a)(12)(D)(i)]

Each participating LEA is responsible for implementing those services assigned to it by the Local Plan and provided for in local budget plans. Each LEA provides assigned programs and services through its own facilities and staff. Each LEA is responsible for coordinating the administration of the local plan along with the Stanislaus County Office of Education.

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

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

The Superintendents' Council shall:

Appoint the Stanislaus County SELPA Director

Evaluate the Stanislaus County SELPA Director

The Stanislaus County Office of Education (SCOE) shall serve as the Administrative Unit.

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The Administrative Unit (AU) shall employ and have under their jurisdiction the following staff positions:
SELPA clerical staff
Program Specialist(s)
MIS staff
Transportation Facilitator
Other staff as authorized by Superintendents' Council

The Stanislaus County SELPA office is designated as the entity responsible for the administration of the Local Plan and assuring that the SELPA is in compliance with all applicable laws and regulations.

Changes or amendments to the permanent portion of the Local Plan may be considered by the Superintendents' Council. Amendments approved in this manner shall become permanent upon subsequent approval by all local education agencies governing boards and the State Board of Education.

When the local plan is revised, each LEA governing board must approve the plan in order for the district to continue as a participant in the Stanislaus County SELPA.

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)]

The SELPA Administrative Unit, as the grantee of federal funds from the State Department of Education, shall distribute all or part of the federal funds received to participating Local Education Agencies (LEA) within the SELPA through a sub-granting process and shall annually conduct and report to the State Education Agency (SEA) the required MOE information. The LEAs within the Stanislaus SELPA shall compile and submit budget and expenditure information including SEMA and SEMB reports to the SELPA.

FUNDING ALLOCATION

RESPONSIBILITIES FOR DISTRIBUTION OF FEDERAL AND STATE FUNDS
The governing boards of the local education agencies participating in the SELPA have agreed that students with disabilities will be provided with appropriate special education services. The Superintendents' Council has been designated the authority to determine the distribution of all federal and state special education funds in order for local education agencies to carry out their responsibilities.

Amendments to the Annual Service and Budget Plans
The governing boards of the local education agencies agree to designate authority to the Superintendents' Council to approve the SELPA-wide annual service and budget plans and any subsequent modifications.
(1) AB602 Base, COLA, Equalization, Growth, RS/PS, 5 - 22 years old; Funding Formula: A./B. Prior Year Total P2 ADA, C./D./E. Current Year Total P2 ADA; Allocation Basis: A./B. Prior Year Total ADA, C./D./E. Current Year Total P2 ADA; Timeline for Distribution: Monthly;
(2) IDEA Local A. Direct District Assistance Apportionment (Federal) for SDC (RS 3310), B. DOS to DOR; Funding Formula: 1999 Pupil Count + COLA increases yearly; Allocation Basis: Prior Year Dec. 1 Special Ed. Unduplicated Count; Timeline for distribution: Bi-annually
(3) Property Tax (Local) (RS 6500); Funding Formula: Set by Status Statute (Stanislaus County Rate); Allocation Basis: Current Year General Ed. P2 ADA; Timeline for distribution: Bi-annually

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(4) Revenue Limit A, Direct (state Aid) District (RS 6500) apportionment for SDC, B. SCOE SDC apportionment, C. DOS to DOR SDC 2x's yearly; Funding Formula: A./B/ Individual District Rate x special ed. SDC P2 ADA; Allocation Basis: A./B./C.: Individual District Rate x Special Ed. SDC P2 ADA; Timeline for Distribution: A. Monthly, B. Bi-annually, C. Annually (Year End)
(5)One Time Money (RS 6500): Funding Formula: Set by state guidelines; Allocation Basis: Funded Year P2 ADA or as otherwise approved by Superintendents' Council; Timeline for Distribution: Based on State Distribution
(6) Preschool A. Local Grants Entitlement (Federal) (IDEA Part B, Section 611 -Sections 611 & RS3320, 619); Funding Formula: A/B. Prior year December 1 special ed. unduplicated pupil count; Allocation basis: Pass through to provider; Timeline for Distribution: Based on State Distribution Schedule
(7) State Apportionment; Funding Formula: Based on Current Year Infant Units; Allocation to provider of infant services: Pass through to provider; Timeline for distribution of revenue (Cash): Monthly
(8) Early Intervention Part C (Federal) (RS 3385); Funding Formula: Based on the # of Solely Low Incidence Infants reported for the prior year; Allocation to Provider of Infant Services: Pass through to provider; Timeline for Distribution of Revenue: Based on the State Distribution Schedule
(9) Infant Discretionary Fund; Funding Formula: Based on the # of Solely Low Incidence Infants reported for the prior year; Allocation to Provider of Infant Services: Pass through to provider; Timeline for Distribution of Revenue: Based on the State Distribution Schedule
(10) Low Incidence (AB602 State)(SELPA RS 6594); Funding Formula: December 1 Low Incidence Pupil County from the Prior Year; Allocatioon to SELPA for use by all districts: As approved by the SELPA low Incidence Committee; Timeline for distribution of revenue: Monthly
(11) NPS Revenue A. Out of Home Care, Limit (state)(C Placements)A. SELPA (RS 6595) B. NPS/NPA (B. SELPA Insurance Pool RS 6596)(A Placements); Funding Formula: Current Year Annual ADA for NPS placements x Individual District Revenue Limit; Allocation to SELPA for use by all districts: Current Year Annual ADA for NPS placements x Individual District Revenue Limit; TImeline for Distribution of Cash: Biannually
(12) Special Education Home to School Transportation; Funding Formula: Prior year expenditures adjusted for COLA and growth; Allocation to SELPA for use by all districts: Distributed to DOR based on pupil count (prior year December 1st severe/school age) and mileage (standard mile)
(13) Personnel Staff Development for SELPA (State RS 6535); Allocation to SELPA for use by all districts: Kept at the SELPA level for SELPA-wide staff development; Timeline for Distribution of revenue: based on the State Distribution Schedule
(14) Out of Home Care (AB602 State)(SELPA RS 6595); Funding Formula: Current year bed count for LCI, group home, foster home, etc.; Allocation to SELPA for use by all districts: A. Used for "c" placements, B. NPS/NPA pool "A" placements used toward NPS/NPA; Timeline for Distribution of revenue: monthly
(15) SELPA Administrative Budget (RS 6500); Expense Allocation Formula: Total Superintendents' Council approved budget divided by the total current year P2 ADA prorated based on each District's Individual Current Year Total P2 ADA; Timeline: Monthly
(16) NPS/NPA insurance Pool; Expense Allocation Formula: Excess Costs prorated based on each District's Individual Current Year Total P2 ADA; Timeline: Monthly
(17) Program Specialist (PS) (RS 6500); Expense Allocation Formula: Total Superintendents' Council approved budget based on applicable District's Individual Current Year Total P2 ADA; Timeline: Monthly
(18) Special Education Transportation; SELPA transportation admin based on prior year total P2 ADA, general bus and aides based on actual miles, and unique costs such as 1:1 aides/solo/CCS Therapy based

on actual costs.

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

Each participating LEA is responsible for implementing those services assigned to the local agency herein and provided for in local budget plans. Each LEA provides assigned programs and services through its own facilities and staff.

However, when an LEA is unable to provide the program specified in a student's individualized education program, that LEA shall, in cooperation with the SELPA/County Program Specialists, arrange for an appropriate placement in a Stanislaus County Office of Education program or in another LEA within the Stanislaus County SELPA. If such placement is not possible, the Stanislaus County SELPA Director will Assist the LEA in locating a placement outside of the Stanislaus County SELPA.

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

The SELPA, AU, and each LEA shall establish appropriate record-keeping procedures in accordance with State and Federal requirements, maintain accurate fiscal accounting records, and prepare and submit required fiscal reports to the appropriate authority.

The SELPA Executive Director, with support from the SELPA AU staff and SELPA member LEAs, as appropriate, will monitor the appropriate use of federal, state and local funds allocated for special education programs. The SELPA completes annual monitoring of the appropriate use of federal, state and local funds allocated for special education programs via required end of year reporting to CDE and via annual audit participation via the AU fiscal support received by the SELPA.

All LEAs shall expend funds in accordance with all State and Federal laws and shall maintain fiscal accounting records in a manner that facilitates an audit by a Certified Public Accountant. Each LEA is responsible to monitoring and auditing their local use of federal, state and local funds allocated for special education programs.

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]

Low Incidence funds are restricted for use for students in the following disability categories: hard of hearing, deaf, visual disability, orthopedically impaired, and deaf-blind. Stanislaus County SELPA Office and member LEAs administer Low Incidence funds for equipment and services. The Executive Council adopt an allocation plan to guide the distribution of these funds and is specified in the SELPA I Budget Allocation Plan.

The SELPA coordinates the allocation and distribution of Low Incidence funds to ensure that each student who demonstrates need can receive these supports in their locally determined environment. Specialized equipment and services will be provided at the program location that affords the student with a free and appropriate public education in the least restrictive environment, as determined by the Individualized Education Program (IEP) team.

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The SELPA office maintains a Low Incidence Equipment and Services Inventory for items purchased by funds administered by the SELPA. Equipment purchased with Low Incidence funds becomes the property of the State of California and will follow students, as needed, if they move to another district within the SELPA.

Policies, Procedures, and Programs

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

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

Policy/Procedure Number:	B-1
Document Title:	Assurances
Document Location:	SELPA Policy Manual

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

(●) Yes ( ) No

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

Policy/Procedure Number:	B-1
Document Title:	Assurances
Document Location:	SELPA Policy Manual

“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

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adopted by the SELPA as stated:

(●) Yes ( ) No

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

Policy/Procedure Number:	B-1
Document Title:	Assurances
Document Location:	SELPA Policy Manual

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

(●) Yes ( ) No

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

Policy/Procedure Number:	B-1
Document Title:	Assurances
Document Location:	SELPA Policy Manual

“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

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

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Policy/Procedure Number: B-1

Document Title: Assurances

Document Location: SELPA Policy Manual

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

(●) Yes ( ) No

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

Policy/Procedure Number: B-1

Document Title: Assurances

Document Location: SELPA Policy Manual

“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: B-1

Document Title: Assurances

Document Location: SELPA Policy Manual

“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:	B-1
Document Title:	Assurances
Document Location:	SELPA Policy Manual

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

(●) Yes ( ) No

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

Policy/Procedure Number:	B-1
Document Title:	Assurances
Document Location:	SELPA Policy Manual

"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:	B-1
Document Title:	Assurances
Document Location:	SELPA Policy Manual

"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:	B-1
Document Title:	Assurances
Document Location:	SELPA Policy Manual

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

◉ Yes ○ No

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

Policy/Procedure Number:	B-1
Document Title:	Assurances
Document Location:	SELPA Policy Manual

"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:	B-1

SELPA: Stanislaus County SELPA | Fiscal Year: 2022-23

Document Title: Assurances

Document Location: SELPA Policy Manual

"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: B-1

Document Title: Assurances

Document Location: SELPA Policy Manual

"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

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

Policy/Procedure Number: B-1

Document Title: Assurances

Document Location: SELPA Policy Manual

"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:

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(●) Yes ( ) No

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

Policy/Procedure Number: B-1

Document Title: Assurances

Document Location: SELPA Policy Manual

"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: B-1

Document Title: Assurances

Document Location: SELPA Policy Manual

"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: B-1

Document Title: Assurances

Document Location: SELPA Policy Manual

"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: B-1

Policy/Procedure Title: Assurances

Document Location: SELPA Policy Manual

"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: B-1

Document Title: Assurances

Document Location: SELPA Policy Manual

"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: B-1

Document Title: Assurances

Document Location: SELPA Policy Manual

"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:	B-1
Document Title:	Assurances
Document Location:	SELPA Policy Manual

"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:	B-1
Document Title:	Assurances
Document Location:	SELPA Policy Manual

"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:

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Document Title: Coordination of the SELPA and Implementation of the Local PLan

Document Location: SELPA Policy Manual

Description:

The Superintendents' Council shall:
- Develop a Joint Powers Agreement to define operations of the SELPA
- Coordinate and implement the Stanislaus County SELPA Local Plan
- Adopt policy for the Stanislaus County SELPA
- Appoint the Stanislaus County SELPA Director
- Evaluate the Stanislaus County SELPA Director
- Approve agreements for Regionalized Services
- Adopt an operations budget for the Stanislaus County SELPA including regionalized services and program specialist
- Approve interagency agreements
- Approve the Annual Budget and Service Plan for submission to the state
- Monitor compliance as required by law
- Provide for an annual audit of all income and expenditures, as required by law
- Receive recommendations from the CAC, PAC, B & P, LEA Boards, as well as other concerned agencies and individuals
- Facilitate interagency coordination and development of agreements
- Facilitate non-public school/agency coordination and development of master contracts including rate setting on behalf of member LEAs and uniform procedures for individual service agreements

Decide disputes between participating LEAs that arise concerning special education related matters or related to the interpretation of the Local Plan or Joint Powers Agreement (JPA) as well as other agreements or policies between or among the LEAs

Resolve disputes between SELPAs

Resolve transportation issues in accordance with the contract between the Stanislaus County SELPA; the Modesto City SELPA and/or the transportation provider for the SELPAs

LEA Responsibilities: Policies Addressing LEA Responsibilities shall include, but not be limited to:
- Child Find
- Coordination and implementation of the Stanislaus County SELPA Local Plan, to include:
  - Procedural safeguards
  - Records and report requirements
  - Programs and services
  - Students and eligibility criteria
  - Uniform procedures for notification, identification, referral, assessment, Individualized Education Plan (IEP) development, implementation, and review, and placement
  - Transportation
  - Complaints and hearings
  - Private Schools

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Personnel Standards
Participation in state/district-wide assessments
Hospital/Foster/Licensed Children Institution (LCI)/Juvenile Court schools
Equipment and services
Consideration of general education resources after referral

Regionalized Services: Policies Addressing Regionalized Services shall include but not be limited to:
Provision of program specialist service
Evaluation, program review, and data collection as required
Curriculum and program development, as required
Provision of SELPA personnel and employment standards
Provision of regionalized staff development
Resource allocation and distribution according to policy
Dispute resolution to support parents and LEAs in resolving conflict
Coordination of necessary services
Other responsibilities as assigned by Superintendents' Council

2. Coordinated system of identification and assessment:

Document Title: Coordinated System of Identification and Assessment

Document Location: SELPA Policy and Procedures Manuals

Description:

It is the responsibility of each LEA to have a coordinated system of identification and assessment for special education services in place.

Any person who suspects that a pupil, age 2 years, 9 months to 22 years, may be an individual with exceptional needs may make a referral by contacting the school, district office, or the SELPA office. Such a referral may provide for the identification and assessment of a pupil with exceptional needs.

The identification of pupils with exceptional needs may be coordinated with school site procedures for identifying those pupils whose needs have been found to be beyond the resources of the general education program. Upon the initiation of a referral, a Pupil Referral form and Assessment Plan must be completed within 15 calendar days. Upon receipt of the completed form, a case manager is appointed (usually a special education teacher) and an Assessment Plan is developed.

3. Coordinated system of procedural safeguards:

Document Title: Coordinated System of Procedures Safeguards

Document Location: SELPA Policy Manual

SELPA: Stanislaus County SELPA | Fiscal Year: 2022-23

Description:

It shall be the policy of the LEAs that children with disabilities and their parents shall be afforded all procedural safeguards throughout the provision of a free appropriate public education (FAPE), including the identification, evaluation, and placement process. The LEAs shall protect the rights of students with disabilities in accordance with the procedural safeguards set forth in state and federal law. Parents/guardians shall receive written notice of their rights in accordance with law, Board policy, and administrative regulation.

Procedural Safeguards
A copy of the procedural safeguards shall be made available to parents/guardians of students with a disability once each school year, and:

- Upon initial referral or parent/guardian request for assessment
- With the provision of any assessment plan
- Upon receipt of the first state compliance compliant and upon receipt of the first due process complaint in a school year
- When a decision is made to remove a student because of a violation of a code of conduct which constitutes a change of placement
- Upon request by a parent/guardian.

The procedural safeguards notice shall be in a language easily understood by the general public and in the parent/guardian's native language or other mode of communication used by them, unless to do so is clearly not feasible. If the native language or other mode of communication of the parent/guardian is not a written language, the district shall take steps to ensure that the notice is translated orally or by other means and that the parent/guardian understands the contents of the notice. The District may place a copy of the procedural safeguards notice on the district's website.

Complaints

Stanislaus County SELPA and member districts shall follow Stanislaus County SELPA policies and regulations that identify the person(s), employee(s), agency position(s) or unit(s) responsible for ensuring compliance with state and federal law and for receiving and investigating complaints alleging noncompliance or discrimination.
The district Superintendent or designee shall address a complaint concerning compliance with state or federal law regarding special education in accordance with the district's uniform complain procedures. Parents may file a compliance complaint regarding special education through the California Department of Education Special Education Division. Complaints concerning compliance with state or federal law regarding special education may also be addressed in accordance with the district's uniform complaint procedures.

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

Document Title: Coordinated System of Staff Development and Parent and Guardian Education

SELPA: Stanislaus County SELPA | Fiscal Year: 2022-23

Document Location: SELPA Policy Manual

Description:
The SELPA's staff development program shall assist educational staff in developing knowledge and skills to effectively ensure access and progress in the general curriculum for students with disabilities. Training shall be provided to administrators, general education teachers, special education teachers, support staff, and paraprofessionals.
The SELPA Director shall involve teachers, site and district administrators, and others, as appropriate, in the development of the district's staff development program. He/she shall ensure that the SELPA's staff development program is aligned with district needs.
The purpose of the Community Advisory Committee is to educate and serve as a resource to other parents and community members regarding the needs of special education students as well as building community awareness, resources and support for parents with children in the special education system. The group also serves in an advisory capacity to the SELPA regarding the Local Plan and other parent training opportunities.

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

Document Title: Coordinated System of Curriculum Development and Alignment with the Core Curriculum

Document Location: SELPA Policy Manual

Description:
The SELPA shall develop and implement a coordinated system of curriculum development and alignment with the core curriculum.
Each LEA within the Stanislaus County SELPA will have in its governing board policies specific references to the development and implementation of 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: Policy: Evaluation of the Effectiveness of the Local Plan

Document Location: SELPA Policy Manual

1. The coordination and implementation of the Stanislaus County Special Education Local Plan shall be the responsibility of the Stanislaus County SELPA Program Advisory Committee and Business and Program Committee. These committees shall be composed of the Special Education Administrators from each of the twenty-five (25) participating Districts and the County Office of Education in the Local Plan Area.

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Description:

2. The Stanislaus County SELPA Director is an ex-officio member and serves as Secretary of the committees.
3. The Program Advisory Committee and the Business and Program Committee shall meet monthly during the school year or as needed.
4. The Program Advisory Committee and Business and Program Committee make recommendations to the Stanislaus County SELPA Director regarding the development of policies and regulations as well as the general operations of the SELPA. These recommendations are to include, but not be limited to, the following:
   A. establishment of priorities for the provision of services.
   B. modification of the Local Plan.
   C. development of the Stanislaus County SELPA budget.
   D. evaluation of Professional Development activities.
   E. development of the resource allocation policies.
   F. development of the service delivery policies.
   G. the making of recommendations for the procedures manual.
5. In addition, the Program Advisory Committee and Business and Program Committees will be responsible for:
   a. Coordination of SELPA provided regionalized services with LEA services.
   b. Coordination of student and program placement.
   c. Coordination of transportation services.

The Program Advisory Committee and Business and Program Committee and/or the SELPA Director may create standing committees to assist with these recommendations.

The Program Advisory Committee and Business and Program Committee may be assigned other responsibilities by the Superintendents' Council.

7. Coordinated system of data collection and management:

Document Title: Coordinated System of Data Collection and Management

Document Location: SELPA Policy Manual

Description:

The SELPA shall design and implement a data collection and storage system that will provide for the management and reporting of required data for state and federal systems. The SELPA will continue to work with the State's Department of Management Information System to collect and report all required data related to special education fiscal and program services, and to provide other pertinent information necessary for the operation of the SELPA.
The SELPA staff will support all the LEAs in the SELPA in their collection

	and reporting of required data. The SELPA staff will strive to support a system which is responsive to the data needs of the LEA. The SELPA staff will implement a continuous improvement model of data collection.

8. Coordination of interagency agreements:

Document Title:	Coordination of Interagency Agreements
Document Location:	SELPA Policy Manual
Description:	It shall be the policy of the LEAs that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for FAPE are provided, including the continuation of services during an interagency dispute resolution process.

9. Coordination of services to medical facilities:

Document Title:	Policy: Coordination of Services to Medical Facilities
Document Location:	Policy Manual Section 3
Description:	It shall be the policy of the Stanislaus County SELPA that special education programs and services for individuals with exceptional needs placed in public hospitals, proprietary hospitals, and other residential medical facilities as identified in Education Code section 56167 et seq. are the educational responsibility of the LEA in which the hospital or facility is located. The Stanislaus County SELPA shall provide support to LEAs to provide special education programs and services for such students as is necessary and appropriate for students and in accordance with their IEPs.

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

Document Title:	Policy: LCI and Foster Home Placement
Document Location:	Policy Manual Section 3
	The Stanislaus County SELPA develops this policy regarding the process for coordination and providing services to individuals with exceptional needs placed in licensed children's institutions (LCI) or foster family homes pursuant to Article 5 (commencing with Section 56155) of Chapter 2, Part 30, Division 4 of the Education Code and Education Code, section 56195.7(f). This policy only applies to individuals with exceptional needs placed in a LCI or foster family home by a court, regional center

Description:

for the developmentally disabled, or public agency, other than an educational agency. (Ed. Code 56155). This policy constitutes a local written agreement to serve such students under Education Code, section 56156.4(b).

When a student is placed into a LCI or licensed foster family home within the Stanislaus County SELPA boundaries by a court, regional center, or public agency, other than an educational agency, the member local educational agency ("LEA") in which the LCI or licensed foster family home is located shall become the responsible LEA for serving the student. Such responsibility includes, when applicable, the provision of a free appropriate public education under the IDEA to the student.

This section shall not apply to students placed in LCIs by their parent or parents, including when a student is placed by the parent with the aid of funding assistance from the Adoption Assistance Program.

The Stanislaus County SELPA shall provide support to its member LEAs to provide special education programs and services for individuals with exceptional needs meeting the foregoing placement criteria as is necessary and appropriate for students and in accordance with their IEPs.

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

Document Title: Preparation and Transmission of required SELPA reports

Document Location: SELPA Policy Manual

Description:

The Stanislaus County SELPA Office shall provide services for the preparation and transmission of required special education local plan area reports. Required special education local plan reports will be prepared and transmitted following state guidelines and calendars/due dates. Participating LEAs in the SELPA will be given copies of these reports and the Business and Program Committee (B&P) and Program Advisory Committee (PAC) will review and monitor for understanding.

12. Fiscal and logistical support of the CAC:

Document Title: Fiscal and Logistical Support of the CAC

Document Location: SELPA Policy Manual

Description:

The Stanislaus County SELPA Office shall provide fiscal and logistical support to the Community Advisory Committee to provide the necessary guidance and allow for the planning and execution of such activities as parent and community education and legislative day. The purpose of these funds is to provide the tools with which the CAC may aid parents and the community so that the awareness of children with special needs along with special education services and supports in general can be accomplished.

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

Document Title:	Transportation
Document Location:	SELPA Procedures Section 11 and SELPA Policy Chapter 7
Description:	*The Stanislaus County SELPA shall provide coordination of transportation services for individuals with exceptional needs in the manner described in SELPA procedures. An example of this is:* 1. The IEP Team will determine if the pupil qualifies for and requires special transportation services. 2. Emergency Information for Special Education Transportation form must be completed by parent or guardian- the person with whom the pupil is physically living (may be house manager, foster parent, etc). Social workers or foster agency worker may not fill out the form. 3. The Request for Special Education Transportation form needs to be filled out completely, making sure to include school, teacher, bell times and school calendar. Incomplete paperwork will be route mailed back or emailed to the regionalized provider to complete and resubmit. 4. Both forms, once completed, should be faxed and/or mailed to the Transportation Department along with a copy of the completed IEP forms. The IEP must stipulate transportation and must be signed by the district and program representative (regional provider) and parent.

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

Document Title:	SELPA Procedures Section 12, SELPA Policy Section 3
Document Location:	Secondary Transitions
Description:	The Stanislaus County SELPA shall coordinate career and vocational education and transition services. An example of this is: Transition services (designed with a results oriented process focused on improving academic functional achievement of the student) must be addressed in the IEP of the student not later than in the year in which he/she turns 16 years of age. The goal of transition services is planned movement from secondary education to adult life that provides opportunities which maximize economic and social independence in the least restrictive environment for individuals with exceptional needs. Planning for transition from school to postsecondary environments should begin in the school system well before the student leaves the system. (30 EC 56460) Transition is all about planning for a student's future and how academic courses, functional curriculum and vocational activities help move a student towards the future goal. Discussion about transition or future planning should be addressed at the beginning of the IEP team meeting so that the IEP team is focused throughout the meeting on helping the student work towards his or her future goals.

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15. Assurance of full educational opportunity:

Document Title:	Assurances of Full Educational Opportunity
Document Location:	SELPA Policy Manual
Description:	The Stanislaus County SELPA member districts and LEAs shall provide pupils with disabilities access to educational programs and services available to non-disabled pupils including non-academic and extra-curricular services and activities as appropriate. The LEAs and Stanislaus County SELPA shall monitor the provision of special education services to ensure compliance with applicable state and federal laws and with the SELPA Local Plan. Accommodations, modifications and/or supplemental aids and services shall also be provided as needed for students who are eligible for services under Section 504 of the Federal Rehabilitation Act of 1973, the American with Disabilities Act and related federal regulations. Information shall be provided by member districts and LEAs concerning the number of individuals with exceptional needs who are being provided special education and related services (Education Code 56195.8). This information is reported to the California Department of Education.

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:	Policy: Fiscal Administration of the Annual Budget Plan, the Allocation of State and Federal Funds, and the reporting and accounting of special education funding
Document Location:	Policy Manual Section 1
Description:	It shall be the policy of the Stanislaus County SELPA to provide assurances that funds received will be expended in accordance with the applicable provisions of IDEA, state, and local funds. The SELPA administrator submits the annual budget plan. The SELPA director creates and coordinates reports to account for special education funding.

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

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with *EC* Section 56368:

Document Title: Operations and Personnel

Document Location: SELPA Policy Manual Section 4

Description:

Role and Function of Program Specialists provide a range of services in both public and non-public, non-sectarian schools as well as with non-public agencies to include:

1. Observe, consult with, and assist regular and special education staff.
2. Plan programs, coordinate curricular resources, and evaluate effectiveness of programs for individuals with exceptional needs.
3. Assist with staff development, program development, and innovation of special methods and approaches.
4. Support the assurance that pupils have full educational opportunity regardless of the district of residence.
5. Work on a consultative basis with principals and administrators who operate special education programs.
6. Coordinate placement of students outside their district of residence.
7. Assist with dispute resolution and legal compliance.
8. Serve as liaison and consultant to other professionals, appropriate agencies and the community.

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: Identification and Referral

Document Location: SELPA Procedures Manual

The Early Intervention Program is a federally funded family-centered program for infants and toddlers (birth to thirty-six months) with developmental delays, or who are at risk for developmental delays. The intent of the program is to develop and implement a comprehensive, coordinated, interagency system of early intervention services. The program is operated under an agreement between the Valley Mountain Regional Center (VMRC) and the Stanislaus SELPA.

Referrals

Anyone can make a referral, including parents, medical care providers, neighbors, family members, foster parents, and day care providers. In most cases, parents discuss their concerns for their child with the child's health care provider or doctor.

When this happens, the health care provider or doctor routinely advises the parent to contact VMRC or the infant/toddler's district of residence (DOR) to request an evaluation for their child. If the child has a visual impairment, hearing impairment, or severe orthopedic impairment, or any combination of these, district representative are advised to contact the intake representatives of SCOE Early Intervention programs and VMRC to assist the parent complete a referral and start the evaluation process. Parent-to-parent support and resource information will also be made available.

No later than 90 days before the child's third birthday, the child's district of residence must be notified as all Early Start children are “potentially eligible” for special education and related services at age three; therefore, all Early Start children must be referred to Part B. This notification may also serve as a referral to Part B services if a child was referred to a lead agency less than 45 days prior to 3rd birthday. Parents may elect to “opt out” for Part B assessment / evaluation once they are contacted by LEA.

Eligibility
Infants and toddlers from birth to 36 months may be eligible for early intervention services if, through documented evaluation and assessment, they meet one of the criteria listed below:

1. Require intensive special education and servicing by having a developmental delay as determined by a significant different between the expected level of development for their age and the current level of functioning in one or more of the five developmental areas: cognitive, communication, social or emotional, adaptive, or physical and motor development including vision and hearing. A significant difference is defined as a 33% delay in one or more areas of development before 24 months of age or older at the time of referral, with a 50% delay in one area of development or a 33% delay in two or more areas of development;
2. Require intensive special education and services by having a disabling medical condition or congenital syndrome which the individual family service plan (IFSP) team determines has a high predictability of requiring intensive special education and service;
3. Have an established risk condition of known etiology or with established harmful developmental consequences, with a high probability of leading to delayed development.
4. Are at high risk of having substantial developmental disability due to a combination of biomedical risk factors.

(California Government Code: Section 95014(a)); 5 CCR 3031)

Individual Family Service Plan (IFSP)
A meeting to develop an initial IFSP will be convened for each eligible infant within 45 calendar days of receipt of the written referral 0and will include the parent, service coordinator and assessment staff. Other family members are welcome to attend. A translator will be provided if necessary. At this meeting, the IFSP document is completed. The IFSP consists of:

1. A statement of the family's resources, priorities and concerns related to

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Description:

enhancing the development of the infant;
2. A statement of the infant's or toddler's present levels of development in each of the areas assessed, based on measured evidence including vision, hearing, and health status, cognitive development, communication development, social and emotional development, and adaptive development;
3. A statement of the major outcomes expected for the infant or toddler and family where services for the family are related to meeting the special developmental needs of the infant;
4. The criteria, procedures, and timelines used to determine the degree to which progress toward achieving the outcomes is being made and whether modifications or revisions are necessary.
5. A statement of the specific early intervention services necessary to meet the unique needs of the infant and family.

A periodic review of the IFSP shall be conducted every six months or more frequently, if conditions warrant. The purpose of the review is to determine the degree to which progress is being made and whether modifications of the IFSP are necessary. The periodic review may be conducted in a meeting or another means that is acceptable to the parents, such as a phone call or email. Documentation that the review has been conducted will be entered in the record.

Procedural Safeguards
All Federal, State and Stanislaus SELPA Procedural Safeguards apply to infants and toddlers under Part C including mediation and due process procedures.

Provision of Service
Based on the child's assessed developmental needs and the families concerns and priorities as determined by each child's Individualized Family Service Plan (IFSP) team, early intervention services may include:

- assistive technology
- audiology
- family training, counseling, and home visits
- health services
- medical services for diagnostic/evaluation purposes only
- nursing services
- nutrition services
- occupational therapy
- physical therapy
- psychological services
- service coordination (case management)
- social work services
- special instruction
- speech and language services
- transportation and related costs
- vision services

Transition to Preschool

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To ensure the transition of a toddler to preschool under Part B and/or other services that may be available, appropriate representatives of the Regional Center, SCOE Early Intervention staff and District of Residence staff shall participate in a joint transition planning meeting to be held not less than ninety (90) days or more than nine months before the child reaches age three.

The transition conference may occur as early as 2 years 3 months of the child's age. The transition plan is actually a part of the IFSP and not a separate document.

A toddler shall be assessed for eligibility for special education and related services under Part B and, if eligible, and IEP or IFSP shall be developed and implemented by the child's third birthday.

For any child referred to the infant program 44 days or less from 3rd birthday the following steps shall occur:

1. Discussions with, parent s regarding the referral to special education for a toddler with a disability who may be eligible for Part B services.
2. No evaluation/ assessment/ IFSP required by early start, but must notify the LEA the child may be “potentially eligible” for Part B.

If a child continues to be eligible after transitioning from Part C to Part B, each LEA in the SELPA provides several programming options along a spectrum of placement from solely direct services that the child accesses (such as speech/ language support) through specialized day classes for children with severe needs. Depending on each LEA's options, children may also have access to state preschools and Head Start programs. This availability varies from LEA to LEA.

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

Document Title:	Addressing Questions or Concerns to the Superintendents' Council
Document Location:	SELPA Policy Manual
Description:	Input may be received from parents, staff, public and non_public agencies and members of the public at large. Individuals wishing an opportunity to address the Superintendents' Council on a particular agenda item or have the council consider a topic are invited to complete a Request to Address Superintendents' Council form, which is available at the SELPA office. Questions or concerns to the SELPA governing body or the SELPA administrator may be addressed with the same method.

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:	Dispute Resolution Process

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Document Location: SELPA Policy Manual

Description:

Should disputes arise concerning special education related matters or related to the interpretation of this plan between or among the LEAs regarding the scope of the JPA or interpretation of the Local Plan or other matters pertaining to special education, the disputing LEAs shall first attempt to arrive at a settlement. If settlement is not reached at the LEA level, the Stanislaus County SELPA Director shall mediate the dispute. Any dispute not successfully resolved by the Stanislaus County SELPA Director shall be referred to the Superintendents' Council.

The Superintendents' Council shall hear the facts of the dispute and shall render a written decision on the matter which shall be binding on the parties.

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: Referral for Special Education Instruction

Document Location: SELPA Policy Manual

Description:

Each LEA shall have a process to ensure that a pupil is referred for special educational instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. Such resources may include, but not be limited to, response to intervention models, student success teams, early literacy programs, and remedial programs.

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

Document Title: NPS Oversight

Document Location: SELPA Policy Manual

The LEA shall ensure that all requirements of each student's individualized education program are being met for those student enrolled in nonpublic, nonsectarian schools. The LEA also shall use methods to evaluate whether or not the student is making appropriate educational progress. This shall be done by monitoring the progress of each student toward his or her annual goals/objectives.

In accordance with Education Code 56366.1(e)(3), an LEA that enters into a master contract with a nonpublic, nonsectarian chool for a student's placement shall conduct, at minimum, both of the following:

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Description:

(a) An onsite monitoring visit during each school year to the nonpublic, nonsectarian school before placement of a student if the LEA does not have any students enrolled at the school at the time of placement.
(b) At least one onsite monitoring visit during each school year to the nonpublic, nonsectarian school at which the LEA has a student attending and with which it maintains a master contract. The monitoring visit shall include, but is not limited to, a review of services provided to the student through the individual service agreement between the LEA and the nonpublic, nonsectarian school, a review of progress the student is making towards the goals set forth in the student's IEP, a review of progress the student is making toward the goals set forth in the student's behavioral intervention plan, if applicable, an observation of the student during instruction, and a walkthrough of the facility. The LEA shall report the finding resulting from the monitoring visit to CDE within 60 calendar days of the onsite visit.

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

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

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

Document Title: Services to Adult Students in County Jail Facilities

Document Location: SELPA Policy Manual

FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

Every individual with exceptional needs who is eligible to receive special education instruction and related services under the Individuals with Disabilities Education Act (IDEA) and state special education laws, shall receive that instruction and those services at no cost to his or her parents or, as appropriate, to him or her. A FAPE shall be available to individuals with exceptional needs in accordance with Section 1412(a)(1) of Title 20 of the United States Code and Section 300.101 ofTitle 34 of the Code of Federal Regulations.

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Description:

ELIGIBLE ADULTS
Adults who are aged 18 through 22 years, who have not graduated with a high school diploma, who, at the time they turned 18 years were identified as an individual with exceptional needs and had an individualized education program (IEP) under the IDEA, are also entitled to a PAPE (hereinafter, "eligible adults"). (See 20 U.S.C. § 1400 (d) (1) (A), (B), (C); 20 U.S.C. § 1412(a) (1) (A); Cal. Educ. Code,§§ 56000, 56040(b).) This applies to adults incarcerated in California adult jails and prisons.

However, an individual aged 18 through 22 years, who, in the educational placement prior to his or her incarceration in an adult correctional facility was not identified as an individual with exceptional needs or did not have an IEP under the IDEA, is not entitled to a FAPE. (20 U.S.C. § 1412(a) (1) (B); Cal. Educ. Code,§ 56040(b).)

DISTRICT OF RESIDENCE
For eligible adults who prior to reaching the age of majority resided within the Stanislaus County SELPA geographic boundaries, the applicable local educational agency (LEA) within the SELPA shall ensure they have available to them a FAPE. Generally, the district of residence responsible for providing special education and related services to pupils between the ages of 18 to 22 years, inclusive, shall be assigned, as follows:
(a) For non-conserved pupils, the last district of residence in effect prior to the pupil's attaining the age of majority shall become and remain as the responsible local educational agency, as long as and until the parent or parents relocate to a new district of residence. At that time, the new district of residence shall become the responsible local educational agency.
(b) For conserved pupils, the district of residence of the conservator shall attach and remain the responsible local educational agency, as long as and until the conservator, relocates or a new one is appointed. At that time, the new district of residence shall attach and become the responsible local educational agency.
(Cal. Educ. Code,§ 56041)

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Once SELPA or the responsible LEA is informed that an eligible adult is incarcerated in an adult correctional facility, the responsible LEA will determine whether the eligible adult requests to receive FAPE. Once the request has been made, the responsible LEA shall review and revise the IBP as necessary, subject to the cooperation of the correctional facility where the eligible adult is located. The eligible adult must consent to the receipt of such services in order to receive said services while incarcerated.

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LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education

Special Education Division

2023–24 Local Plan Submission

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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	51,897,425	63.23%
AB 602 Property Taxes	13,261,625	16.16%
Federal IDEA Part B	15,592,897	19.00%
Federal IDEA Part C	114,944	0.14%
State Infant/Toddler	1,203,862	1.47%
State Mental Health	0	0.00%
Federal Mental Health	0	0.00%
Other Projected Revenue	0	0.00%
Total Projected Revenue:	82,070,753	**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.

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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	55,436,033	25.92%
Object Code 2000—Classified Salaries	40,056,774	18.73%
Object Code 3000—Employee Benefits	39,864,039	18.64%
Object Code 4000—Supplies	1,972,201	0.92%
Object Code 5000—Services and Operations	69,951,027	32.71%
Object Code 6000—Capital Outlay	241,613	0.11%
Object Code 7000—Other Outgo and Financing	6,348,327	2.97%
Total Projected Expenditures:	213,870,013.91	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:

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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	66,362,912	31.78%
Projected Federal Revenue	15,707,841	7.52%
Local Contribution	126,766,249	60.70%
Total Revenue from all Sources:	208,837,002	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).

State and AB602 revenue and expenses are calculated using the highest ADA of three years. Federal funds are 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.

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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	518,920	3.28%
Object Code 2000—Classified Salaries	438,725	2.77%
Object Code 3000—Employee Benefits	384,378	2.43%
Object Code 4000—Supplies	36,500	0.23%
Object Code 5000—Services and Operations	14,224,438	89.84%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing	230,770	1.46%
Total Projected Operating Expenditures:	15,833,731	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.

Object Code 7000 represents indirect cost.

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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?

- [x] 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.	1,718,721

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

Enter the total projected expenditures budgeted for students with LI disabilities.	1,305,077

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

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

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LOCAL PLAN

Section E: Annual Service Plan

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education

Special Education Division

2023–24 Local Plan Annual Submission

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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.

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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.

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 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 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.

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

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

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

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

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

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

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

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

These services are provided, pursuant to an IEP, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other

educational settings or in the home; and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents.

■ 510–Individual Counseling

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

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

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■ 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 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 orlicensed 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.

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■ 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.

■ 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*

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*

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*

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.

■ 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.

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■ 890–Other Transition Services ☐ *Service is Not Currently Provided*

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

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

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.

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LOCAL PLAN

Attachments

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education

Special Education Division

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Attachment I

SELPA: Stanislaus SELPA

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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.

Attachment I

SELPA: Stanislaus SELPA

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Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, *and* SELPA)	Special Eduction 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	209-556-1538	amikhael@ceres.k12.ca.us	**Previously Reported**
	2	50	71050	0		Chatom Union	Cherise	Olvera	209-664-8505	colvera@chatom.k12.ca.us	**Previously Reported**
	3	50	71068	0		Denair Unified	Amanda	Silva	209-632-7514	asilva@dusd.k12.ca.us	**Previously Reported**
	4	50	71076	0		Empire Union	Aimee	Barnard	209-521-2800	abarnard@empire.k12.ca.us	**Previously Reported**
	5	50	71084	0		Gratton Union and Charter	Wendy	Williams	209-632-0505	wwilliams@gratton.k12.ca.us	**Previously Reported**
	6	50	71092	0		Hart-Ransom Union	Matthew	Shipley	209-523-9996	mshipley@hartransom.org	**Previously Reported**
	7	50	71100	6112627		Hickman Community Charter	Trish	Anderson	209-274-1816	tanderson@hickmanschools.org	**Previously Reported**
	8	50	75549	0		Hughson Unified	Brenda	Smith	209-883-4428	bsmith@hughson.k12.ca.us	**Previously Reported**
	9	50	71134	0		Keyes Union	Cyndi	McDaniel	209-669-2921	cmcdaniel@keyes.k12.ca.us	**Previously Reported**
	10	50	71142	0		Knights Ferry	Janet	Lindgren	209-881-3382	jlindgren@kfesd.org	**Previously Reported**
	11	50	73601	0		Newman Crows-Landing	Kim	Bettencourt	209-862-2933	kbettencourt@nclusd.k12.ca.us	**Previously Reported**
	12	50	75564	0		Oakdale Joint Unified	Tracey	Jakubowski	209-848-4884	tjakubowski@ojusd.org	**Previously Reported**

Attachment I

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Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, *and* SELPA)	Special Eduction Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	13	50	71209	0		Paradise Elementary	Heath	Thomason	209-524-0184	hthomason@paradise.k12.ca.us	**Previously Reported**
	14	50	71217	0		Patterson Joint Unified	Tracy	Manzoni	209-895-7700	tmazoni@patterson.k12.ca.us	**Previously Reported**
	15	50	75556	0		Riverbank Unified	Barbara	Brown	209-869-2538	bbrown@riverbank.k12.ca.us	**Previously Reported**
	16	50	71233	0		Roberts Ferry Union	Bob	Loretelli	209-874-2331	bloretelli@robertsferry.k12.ca.us	**Previously Reported**
	17	50	71266	0		Salida Union	Christopher	Tucker	209-545-0339	ctucker@salida.k12.ca.us	**Previously Reported**
	18	50	71274	0		Shiloh Elementary	Seth	Ehrler	209-522-2261	sehler@shiloh.k12.ca.us	**Previously Reported**
	19	50	10504	0		Stanislaus County Office of Education	Sarah	Grantano	209-238-1700	sgrantano@scoe.org	**Previously Reported**
	20	50	71282	0		Stanislaus Union	Jennifer	Backman	209-529-9546	jbackman@stanunion.k12.ca.us	**Previously Reported**
	21	50	71290	0		Sylvan Union	Kari	Hendon	209-574-5000	khendon@sylvan.k12.ca.us	**Previously Reported**
	22	50	75739	0		Turlock Unified	Ericka	Tschantz	209-667-0632	etschantz@turlock.k12.ca.us	**Previously Reported**
	23	50	71324	0		Valley Home Joint	Bill	Slikker	209-847-0117	bslikker@vjhsd.k12.ca.us	**Previously Reported**
	24	50	75572	0		Waterford Unified	Toney	Henry	209-874-1809	thenry@waterford.k12.ca.us	**Previously Reported**

Attachment I

SELPA: Stanislaus SELPA

Fiscal Year: 2023–24

	25	50	10504	117457		Great Valley Academy - Modesto	Tom	Anderson	209-576-2283	t.anderson@great valleyacademy.co	**Previously Reported**
	26	50	71266	124768		Great Valley Academy - Salida	Tom	Anderson	209-576-2283	t.anderson@great valleyacademy.co	**Previously Reported**
	27	50	75739	131185		Fusion Charter	Susan	Nisan	209-667-9047	snisan@fusioncha rter.org	**Previously Reported**

Attachment II

SELPA: Stanislaus SELPA

Fiscal Year: 2023–24

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: 2023–24

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	9,520,242	2,432,759	0	2,203,403	0	0	0	0	14,156,404
2	Chatom Union	393,217	100,481	0	100,347	0	0	0	0	594,045
3	Denair Unified	910,106	232,564	0	200,730	0	0	0	0	1,343,400
4	Empire Union	1,908,888	487,788	0	563,058	0	0	0	0	2,959,734
5	Gratton Union and Charter	105,457	26,948	0	11,998	0	0	0	0	144,403
6	Hart-Ransom Union	867,358	221,640	0	122,923	0	0	0	0	1,211,921
7	Hickman Community Charter	742,917	189,841	0	176,746	0	0	0	0	1,109,504
8	Hughson Unified	1,490,642	380,912	0	357,981	0	0	0	0	2,229,535

Attachment II

SELPA: Stanislaus SELPA

Fiscal Year: 2023–24

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	Keyes Union	738,936	188,824	0	238,082	0	0	0	0	1,165,842
10	Knights Ferry	92,701	23,689	0	11,995	0	0	0	0	128,385
11	Newman Crows-Landing	2,197,299	561,487	0	579,597	0	0	0	0	3,338,383
12	Oakdale Joint Unified	3,610,730	922,669	0	1,070,704	0	0	0	0	5,604,103
13	Paradise Elementary	137,439	35,121	0	16,496	0	0	0	0	189,056
14	Patterson Joint Unified	4,299,624	1,098,706	0	1,525,695	0	0	0	0	6,924,025
15	Riverbank Unified	2,020,248	516,245	0	479,312	0	0	0	0	3,015,805
16	Roberts Ferry Union	142,426	36,395	0	25,474	0	0	0	0	204,295
17	Salida Union	1,525,029	389,699	0	447,753	0	0	0	0	2,362,481
18	Shiloh Elementary	133,600	34,140	0	20,982	0	0	0	0	188,722

Attachment II

SELPA: Stanislaus SELPA

Fiscal Year: 2023–24

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	Stanislaus County Office of Education	686,741	175,486	114,944	1,540,885	1,203,862	0	0	0	3,721,918
20	Stanislaus Union	2,338,246	597,504	0	621,526	0	0	0	0	3,557,276
21	Sylvan Union	5,513,463	1,408,884	0	1,760,922	0	0	0	0	8,683,269
22	Turlock Unified	9,290,878	2,374,148	0	2,717,989	0	0	0	0	14,383,015
23	Valley Home Joint	118,331	30,237	0	14,994	0	0	0	0	163,562
24	Waterford Unified	1,925,977	492,155	0	548,102	0	0	0	0	2,966,234
25	Great Valley Academy - Modesto	582,356	148,813	0	112,370	0	0	0	0	843,539
26	Great Valley Academy - Salida	550,965	140,791	0	122,833	0	0	0	0	814,589
27	Fusion Charter	53,609	13,699	0	0	0	0	0	0	67,308
	Totals:	51,897,425	13,261,625	114,944	15,592,897	1,203,862	0	0	0	82,070,753

Attachment III

SELPA: Stanislaus SELPA

Fiscal Year: 2023–24

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	9,402,742	7,919,109	7,511,327	153,729	3,279,385	0	1,171,068	29,437,360
2	Chatom Union	230,678	169,435	201,544	3,300	670,373	0	0	1,275,330
3	Denair Unified	892,385	491,998	455,921	34,740	799,662	0	83,663	2,758,369
4	Empire Union	1,943,239	1,048,346	1,112,912	30,824	4,361,345	0	243,094	8,739,760
5	Gratton Union and Charter	40,796	32,634	25,031	0	14,396	0	3,352	116,209
6	Hart-Ransom Union	228,980	117,632	136,523	2,000	768,246	0	28,171	1,281,552
7	Hickman Community Charter	314,271	250,709	229,212	7,650	322,389	0	0	1,124,231
8	Hughson Unified	1,143,890	318,590	720,144	37,546	2,075,212	0	18,047	4,313,429
9	Keyes Union	506,036	233,667	275,502	124,500	2,016,173	0	58,340	3,214,218

Attachment III

SELPA: Stanislaus SELPA

Fiscal Year: 2023–24

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	Knights Ferry	30,700	11,603	5,148	0	60,041	0	0	107,492
11	Newman Crows-Landing	2,408,337	1,435,445	1,928,027	44,574	2,400,151	0	46,138	8,262,672
12	Oakdale Joint Unified	4,156,728	1,682,439	2,251,575	85,056	4,289,361	0	363,073	12,828,232
13	Paradise Elementary	0	0	0	0	232,471	0	2,433	234,904
14	Patterson Joint Unified	6,349,650	3,982,922	4,048,170	174,050	5,724,083	0	1,092,707	21,371,582
15	Riverbank Unified	1,328,262	474,474	801,625	106,642	4,168,401	0	110,635	6,990,039
16	Roberts Ferry Union	14,400	29,092	17,644	0	66,872	0	0	128,008
17	Salida Union	1,805,120	546,070	723,784	59,500	3,244,355	0	0	6,378,829
18	Shiloh Elementary	48,068	0	23,405	0	217,448	0	182	289,103
19	Stanislaus County Office of Education	902,003	597,538	738,640	575,201	18,629,677	90,000	399,692	21,932,751
20	Stanislaus Union	2,776,190	492,755	1,137,664	12,500	5,776,684	0	32,130	10,227,923

Attachment III

SELPA: Stanislaus SELPA

Fiscal Year: 2023–24

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	Sylvan Union	7,026,130	5,534,599	5,217,217	315,167	3,763,978	151,613	674,629	22,683,333
22	Turlock Unified	12,218,916	13,320,818	10,841,853	141,672	4,545,558	0	1,813,820	42,882,637
23	Valley Home Joint	0	0	1,161	0	71,844	0	1,460	74,465
24	Waterford Unified	1,668,512	1,366,899	1,460,010	63,550	2,452,922	0	205,693	7,217,586
25	Great Valley Academy - Modesto	0	0	0	0	0	0	0	0
26	Great Valley Academy - Salida	0	0	0	0	0	0	0	0
27	Fusion Charter	0	0	0	0	0	0	0	0
	Totals:	55,436,033	40,056,774	39,864,039	1,972,201	69,951,027	241,613	6,348,327	213,870,014

Attachment IV

SELPA: Stanislaus SELPA

Fiscal Year: 2023–24

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	2,203,403	14.03%	11,953,001	18.01%	14,788,521	14,156,404
2	Chatom Union	100,347	0.64%	493,698	0.74%	745,614	594,045
3	Denair Unified	200,730	1.28%	1,142,670	1.72%	1,509,586	1,343,400
4	Empire Union	563,058	3.58%	2,396,676	3.61%	6,222,498	2,959,734
5	Gratton Union and Charter	11,998	0.08%	132,405	0.20%	0	144,403
6	Hart-Ransom Union	122,923	0.78%	1,088,998	1.64%	279,662	1,211,921
7	Hickman Community Charter	176,746	1.13%	932,758	1.41%	108,307	1,109,504
8	Hughson Unified	357,981	2.28%	1,871,554	2.82%	2,024,435	2,229,535
9	Keyes Union	238,082	1.52%	927,760	1.40%	1,946,421	1,165,842

Attachment IV

SELPA: Stanislaus SELPA

Fiscal Year: 2023–24

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	Knights Ferry	11,995	0.08%	116,390	0.18%	0	128,385
11	Newman Crows-Landing	579,597	3.69%	2,758,786	4.16%	4,098,045	3,338,383
12	Oakdale Joint Unified	1,070,704	6.82%	4,533,399	6.83%	8,198,983	5,604,103
13	Paradise Elementary	16,496	0.11%	172,560	0.26%	84,733	189,056
14	Patterson Joint Unified	1,525,695	9.71%	5,398,330	8.13%	12,941,574	6,924,025
15	Riverbank Unified	479,312	3.05%	2,536,493	3.82%	3,795,275	3,015,805
16	Roberts Ferry Union	25,474	0.16%	178,821	0.27%	0	204,295
17	Salida Union	447,753	2.85%	1,914,728	2.89%	4,090,213	2,362,481
18	Shiloh Elementary	20,982	0.13%	167,740	0.25%	165,779	188,722
19	Stanislaus County Office of Education	1,655,826	10.54%	2,066,092	3.11%	9,277,976	3,721,918
20	Stanislaus Union	621,526	3.96%	2,935,750	4.42%	6,159,594	3,557,276

Attachment IV

SELPA: Stanislaus SELPA

Fiscal Year: 2023–24

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	Sylvan Union	1,760,922	11.21%	6,922,347	10.43%	13,793,140	8,683,269
22	Turlock Unified	2,717,989	17.30%	11,665,026	17.58%	32,233,620	14,383,015
23	Valley Home Joint	14,994	0.10%	148,568	0.22%	0	163,562
24	Waterford Unified	548,102	3.49%	2,418,132	3.64%	4,302,273	2,966,234
25	Great Valley Academy - Modesto	112,370	0.72%	731,169	1.10%	0	843,539
26	Great Valley Academy - Salida	122,833	0.78%	691,756	1.04%	0	814,589
27	Fusion Charter	0	0.00%	67,308	0.10%	0	67,308
	Totals:	15,707,838	100.00%	66,362,915	100.00%	126,766,249	82,070,753

Attachment V

SELPA: Stanislaus SELPA

Fiscal Year: 2023–24

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	52,564
2	Chatom Union	0	0
3	Denair Unified	0	0
4	Empire Union	303,145	4,567
5	Gratton Union and Charter	0	0
6	Hart-Ransom Union	27,102	0
7	Hickman Community Charter	0	0
8	Hughson Unified	95,513	42,183
9	Keyes Union	0	69,702

Attachment V

SELPA: Stanislaus SELPA

Fiscal Year: 2023–24

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	Knights Ferry	0	6,468
11	Newman Crows-Landing	0	11,933
12	Oakdale Joint Unified	0	46,239
13	Paradise Elementary	0	0
14	Patterson Joint Unified	71,451	37,019
15	Riverbank Unified	0	48,706
16	Roberts Ferry Union	29,092	0
17	Salida Union	0	0
18	Shiloh Elementary	0	0
19	Stanislaus County Office of Education	841,558	744,480
20	Stanislaus Union	0	69,996

Attachment V

SELPA: Stanislaus SELPA

Fiscal Year: 2023–24

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	Sylvan Union	0	152,786
22	Turlock Unified	350,860	18,434
23	Valley Home Joint	0	0
24	Waterford Unified	0	0
25	Great Valley Academy - Modesto	0	0
26	Great Valley Academy - Salida	0	0
27	Fusion Charter	0	0
	Totals:	1,718,721	1,305,077

Attachment VI

SELPA: Stanislaus SELPA

Fiscal Year: 2023–24

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

Attachment VII

SELPA: Stanislaus SELPA

Fiscal Year: 2023–24

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
Ceres Unified School District		Delete This Row							
Chatom Union		Delete This Row							
Denair Unified		Delete This Row							
Empire Union		Delete This Row							
Gratton Union and Charter		Delete This Row							
Hart-Ransom Union		Delete This Row							
Hickman Community Charter		Delete This Row							
Hughson Unified		Delete This Row							

DRAFT DO NOT DISTRIBUTE

Attachment VII

SELPA: Stanislaus SELPA

Fiscal Year: 2023–24

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
Keyes Union		Delete This Row							
Knights Ferry		Delete This Row							
Newman Crows-Landing		Delete This Row							
Oakdale Joint Unified		Delete This Row							
Paradise Elementary		Delete This Row							
Patterson Joint Unified		Delete This Row							
Riverbank Unified		Delete This Row							
Roberts Ferry Union		Delete This Row							
Salida Union		Delete This Row							
Shiloh Elementary		Delete This Row							
Stanislaus County Office of Education		Delete This Row							

DRAFT
DO NOT
DISTRIBUTE

Attachment VII

SELPA: Stanislaus SELPA

Fiscal Year: 2023–24

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
Stanislaus Union		Delete This Row							
Sylvan Union		Delete This Row							
Turlock Unified		Delete This Row							
Valley Home Joint		Delete This Row							
Waterford Unified		Delete This Row							
Great Valley Academy - Modesto		Delete This Row							
Great Valley Academy - Salida		Delete This Row							
Fusion Charter		Delete This Row							

DRAFT
DO NOT
DISTRIBUTE

Attachment VI - Specialized Academic Instruction and Related Services

If code 900 is selected, the specific service must be defined in Local Plan Section E: Annual Service Plan. Licensing, certification, and provider qualifications to provide each identified service must be in accordance with law. Attachment VI must be included with each Local Plan Section E: Annual Service Plan submission to the California Department of Education(CDE).

SELPA Name: 5001 Sta

CDE Official Local Educational Agency Name	School or Site Name	County/District/ School Code (xx-xxxxx-xxxxxxx)	Charter Number (If applicable) (xxxx)	Special Education Servi	
				330	210
CERES UNIFIED SCHOOL DISTRICT	Argus High (Continuation)	50710435030200		Y	
CERES UNIFIED SCHOOL DISTRICT	Blaker-Kinser Jr. High	50710436112346		Y	
CERES UNIFIED SCHOOL DISTRICT	Carroll Fowler Elementary	50710436052427		Y	
CERES UNIFIED SCHOOL DISTRICT	Caswell Elementary	50710436052435		Y	
CERES UNIFIED SCHOOL DISTRICT	Caswell State Preschool	50710430117358		Y	
CERES UNIFIED SCHOOL DISTRICT	Central Valley Christian	STANOCSCNVALCH			
CERES UNIFIED SCHOOL DISTRICT	Central Valley High	50710430108076		Y	
CERES UNIFIED SCHOOL DISTRICT	Ceres High	50710435030879		Y	
CERES UNIFIED SCHOOL DISTRICT	Cesar Chavez Junior High	50710430123679		Y	
CERES UNIFIED SCHOOL DISTRICT	Don Pedro Elementary	50710436052443		Y	
CERES UNIFIED SCHOOL DISTRICT	East Valley Education Center	501050G7090558		Y	
CERES UNIFIED SCHOOL DISTRICT	Endeavor Alternative	50710435030168		Y	
CERES UNIFIED SCHOOL DISTRICT	Hughson Elementary	50755496052575		Y	
CERES UNIFIED SCHOOL DISTRICT	Joel J. Hidahl Elementary	50710430109074		Y	
CERES UNIFIED SCHOOL DISTRICT	Kirk Baucher Elementary School (Sier	501050G6909774		Y	
CERES UNIFIED SCHOOL DISTRICT	La Rosa Elementary	50710430110734		Y	
CERES UNIFIED SCHOOL DISTRICT	Leaps & Bounds Transitions	50710439999999		Y	
CERES UNIFIED SCHOOL DISTRICT	Lucas Elementary	50710430127613		Y	
CERES UNIFIED SCHOOL DISTRICT	M. Robert Adkison Elementary	50710430109082		Y	
CERES UNIFIED SCHOOL DISTRICT	Mae Hensley Junior High	50710436085013		Y	
CERES UNIFIED SCHOOL DISTRICT	Patricia Kay Beaver Elementary	50710430129106		Y	
CERES UNIFIED SCHOOL DISTRICT	Private	50710430000002		Y	
CERES UNIFIED SCHOOL DISTRICT	Reyn Franca School-Denair	501050G7036767		Y	
CERES UNIFIED SCHOOL DISTRICT	Sam Vaughn Elementary	50710436112338		Y	

CERES UNIFIED SCHOOL DISTRICT	Sinclear Elementary	50710430109090		Y	
CERES UNIFIED SCHOOL DISTRICT	Stanislaus Academy	501050G7024490		Y	
CERES UNIFIED SCHOOL DISTRICT	Virginia Parks Elementary	50710436108435		Y	
CERES UNIFIED SCHOOL DISTRICT	Walter Thompson Migrant Center	50710439999999			
CERES UNIFIED SCHOOL DISTRICT	Walter White Elementary	50710436052450		Y	
CERES UNIFIED SCHOOL DISTRICT	Westport Elementary	50710436052468		Y	
CERES UNIFIED SCHOOL DISTRICT	Westport State Preschool	50710439999999			
CERES UNIFIED SCHOOL DISTRICT	Whitmore Charter High	50710430107136		Y	
CERES UNIFIED SCHOOL DISTRICT	Whitmore Charter School of Art & Te	50710430107128		Y	
CHATOM UNION SCHOOL DISTRICT	Chatom Elementary	50710506052484		Y	
CHATOM UNION SCHOOL DISTRICT	Chatom State Preschool	50710509999999			
CHATOM UNION SCHOOL DISTRICT	Mountain View Middle	50710506052492		Y	
CHATOM UNION SCHOOL DISTRICT	Reyn Franca School-Denair	501050G7036767		Y	
Connecting Waters Charter School	Connecting Waters Charter School	50303175030317		Y	
DENAIR UNIFIED SCHOOL DISTRICT	Denair Charter Academy	50710685030267		Y	
DENAIR UNIFIED SCHOOL DISTRICT	Denair Elementary Charter Academy	50710680132662		Y	
DENAIR UNIFIED SCHOOL DISTRICT	Denair High	50710685031521		Y	
DENAIR UNIFIED SCHOOL DISTRICT	Denair Middle	50710686071575		Y	
DENAIR UNIFIED SCHOOL DISTRICT	Keyes to Learning Charter	61132866113286			
DENAIR UNIFIED SCHOOL DISTRICT	Turlock Christian	STANOCSTURCHRI		Y	
EMPIRE SCHOOL DISTRICT	Alice N. Stroud Elementary	50710766111892		Y	
EMPIRE SCHOOL DISTRICT	Bernard Hughes Headstart	50710769999999			
EMPIRE SCHOOL DISTRICT	Bernard L. Hughes Elementary	50710766107932		Y	
EMPIRE SCHOOL DISTRICT	Capistrano Elementary	50710766093504		Y	
EMPIRE SCHOOL DISTRICT	Capistrano Headstart	50710769999999		Y	
EMPIRE SCHOOL DISTRICT	Christine Sipherd Elementary	50710766098180		Y	
EMPIRE SCHOOL DISTRICT	Empire Elementary	50710766052518		Y	
EMPIRE SCHOOL DISTRICT	Kirk Baucher Elementary School (Sier	501050G6909774		Y	
EMPIRE SCHOOL DISTRICT	Norman N. Glick Middle	50710760101493		Y	
EMPIRE SCHOOL DISTRICT	Therapeutic Pathways, Inc. - The Ken	501050G6130868			
Fusion Charter	Fusion Charter	01311850131185		Y	
GRATTON SCHOOL DISTRICT	Gratton Charter	50710840120089			
GRATTON SCHOOL DISTRICT	Gratton Elementary	50710846052534		Y	
Great Valley Academy Modesto	Great Valley Academy Modesto	01174570117457		Y	

Great Valley Academy Salida	Great Valley Academy Salida	01247680124768		Y	
Hart Ransom Academic Charter	Hart Ransom Academic Charter Schoo	61129656112965		Y	
HART-RANSOM UNION SCHOOL	Hart Ransom Elementary	50710926052542		Y	
HART-RANSOM UNION SCHOOL	Kirk Baucher Elementary School (Sier	501050G6909774		Y	
HICKMAN SCHOOL DISTRICT	East Valley Education Center	501050G7090558		Y	
HICKMAN SCHOOL DISTRICT	Hickman Charter	50711006112627		Y	
HICKMAN SCHOOL DISTRICT	Hickman Charter School - Alameda	50711006112627		Y	
HICKMAN SCHOOL DISTRICT	Hickman Elementary	50711006052559		Y	
HICKMAN SCHOOL DISTRICT	Hickman Middle	50711006116388		Y	
HUGHSON UNIFIED SCHOOL DISTRICT	Dickens (Billy Joe) High Continuation	50755495032669		Y	
HUGHSON UNIFIED SCHOOL DISTRICT	Emilie J. Ross Middle	50755496052567		Y	
HUGHSON UNIFIED SCHOOL DISTRICT	Fox Road Elementary	50755490101030		Y	
HUGHSON UNIFIED SCHOOL DISTRICT	Hughson Elementary	50755496052575		Y	
HUGHSON UNIFIED SCHOOL DISTRICT	Hughson High	50755495032651		Y	
HUGHSON UNIFIED SCHOOL DISTRICT	Hughson State Preschool	50755499999999			
HUGHSON UNIFIED SCHOOL DISTRICT	Kirk Baucher Elementary School (Sier	501050G6909774		Y	
HUGHSON UNIFIED SCHOOL DISTRICT	Reyn Franca School-Denair	501050G7036767		Y	
HUGHSON UNIFIED SCHOOL DISTRICT	Walter White State Preschool	50710439999999		Y	
Keyes to Learning Charter	Keyes to Learning Charter	61132866113286		Y	
KEYES UNION SCHOOL DISTRICT	Barbara Spratling Middle	50711346119002		Y	
KEYES UNION SCHOOL DISTRICT	Keyes Elementary	50711346052591		Y	
KEYES UNION SCHOOL DISTRICT	Keyes Headstart Preschool	50711345071134			
KEYES UNION SCHOOL DISTRICT	Keyes State Preschool	50711345071134			
KEYES UNION SCHOOL DISTRICT	Reyn Franca School-Denair	501050G7036767		Y	
KNIGHTS FERRY SCHOOL DISTRICT	Knights Ferry Elementary	50711426052609		Y	
NEWMAN-CROWS LANDING UNIFIED	Bonita Elementary	50736016025712		Y	
NEWMAN-CROWS LANDING UNIFIED	CCCDS-Von Renner Head Start	50736019999999			
NEWMAN-CROWS LANDING UNIFIED	Hunt Elementary	50736010101188		Y	
NEWMAN-CROWS LANDING UNIFIED	Hurd Barrington Elementary	50736010124073		Y	
NEWMAN-CROWS LANDING UNIFIED	Orestimba High	50736015035902		Y	
NEWMAN-CROWS LANDING UNIFIED	Reyn Franca School-Denair	501050G7036767		Y	
NEWMAN-CROWS LANDING UNIFIED	Von Renner Elementary	50736016025753		Y	
NEWMAN-CROWS LANDING UNIFIED	West Side Valley High Continuation	50736015030036		Y	
NEWMAN-CROWS LANDING UNIFIED	Yolo Junior High	50736016025761		Y	

OAKDALE JOINT UNIFIED SCHOOL DIS	Cloverland Elementary	50755646052880		Y	
OAKDALE JOINT UNIFIED SCHOOL DIS	East Valley Education Center	501050G7090558		Y	
OAKDALE JOINT UNIFIED SCHOOL DIS	Fair Oaks Elementary	50755646052898		Y	
OAKDALE JOINT UNIFIED SCHOOL DIS	Kirk Baucher Elementary School (Sier	501050G6909774		Y	
OAKDALE JOINT UNIFIED SCHOOL DIS	Magnolia Elementary	50755646100390		Y	
OAKDALE JOINT UNIFIED SCHOOL DIS	Oakdale Charter High	50755645030176		Y	
OAKDALE JOINT UNIFIED SCHOOL DIS	Oakdale High	50755645035654		Y	
OAKDALE JOINT UNIFIED SCHOOL DIS	Oakdale Junior High	50755646052906		Y	
OAKDALE JOINT UNIFIED SCHOOL DIS	PRIVATE ON ISP	5010504PRIVATE			
OAKDALE JOINT UNIFIED SCHOOL DIS	SCOE DIS READINESS	5010504SCOESGP			
OAKDALE JOINT UNIFIED SCHOOL DIS	Sierra View Elementary	50755640107979		Y	
OAKDALE JOINT UNIFIED SCHOOL DIS	Valley Oak Online Learning Academy	50755645030192		Y	
OAKDALE JOINT UNIFIED SCHOOL DIS	Valley Oaks Junior and Senior High	50755645030192		Y	
PARADISE SCHOOL DISTRICT	Paradise Charter	50712090112383		Y	
PARADISE SCHOOL DISTRICT	Paradise Elementary	50712096052914		Y	
PATTERSON JOINT UNIFIED	Apricot Valley Elementary	50712170110080		Y	
PATTERSON JOINT UNIFIED	CCCDS-Patterson Head Start	50712179999999			
PATTERSON JOINT UNIFIED	Creekside Middle	50712176060297		Y	
PATTERSON JOINT UNIFIED	Del Puerto High	50712175030127		Y	
PATTERSON JOINT UNIFIED	Del Puerto State Preschool	50712179999999			
PATTERSON JOINT UNIFIED	Grayson Elementary	50712176052922		Y	
PATTERSON JOINT UNIFIED	Grayson State Preschool	50712179999999			
PATTERSON JOINT UNIFIED	Hurd Barrington Elementary	50736010124073			
PATTERSON JOINT UNIFIED	Kirk Baucher Elementary School (Sier	501050G6909774		Y	
PATTERSON JOINT UNIFIED	Las Palmas Elementary	50712176052948		Y	
PATTERSON JOINT UNIFIED	Northmead Elementary	50712176052955		Y	
PATTERSON JOINT UNIFIED	Open Valley Independent Study	50712170133124		Y	
PATTERSON JOINT UNIFIED	Patterson High	50712175036256		Y	
PATTERSON JOINT UNIFIED	Reyn Franca School-Denair	501050G7036767		Y	
PATTERSON JOINT UNIFIED	Rising Sun	50712176052963		Y	
PATTERSON JOINT UNIFIED	Sacred Heart Preschool	5071217SACREDH			
PATTERSON JOINT UNIFIED	Sacred Heart School	STANOCSSACRDHT			
PATTERSON JOINT UNIFIED	Walnut Grove Elementary	50712170118927		Y	
PATTERSON JOINT UNIFIED	West Valley Learning Center	50712179999999		Y	

RIVERBANK UNIFIED SCHOOL DISTRIC	California Avenue Elementary	50755566052971		Y	
RIVERBANK UNIFIED SCHOOL DISTRIC	Cardozo Middle	50755566052989		Y	
RIVERBANK UNIFIED SCHOOL DISTRIC	East Valley Education Center	501050G7090558		Y	
RIVERBANK UNIFIED SCHOOL DISTRIC	Kirk Baucher Elementary School (Sier	501050G6909774		Y	
RIVERBANK UNIFIED SCHOOL DISTRIC	Mesa Verde Elementary	50755560118810		Y	
RIVERBANK UNIFIED SCHOOL DISTRIC	Riverbank Headstart	50755569999999			
RIVERBANK UNIFIED SCHOOL DISTRIC	Riverbank High	50755565036850		Y	
RIVERBANK UNIFIED SCHOOL DISTRIC	Riverbank Language Academy	50755560113852		Y	
RIVERBANK UNIFIED SCHOOL DISTRIC	Waterford High	50755725030259		Y	
ROBERTS FERRY UNION DISTRICT	East Valley Education Center	501050G7090558		Y	
ROBERTS FERRY UNION DISTRICT	Roberts Ferry Charter School Academ	50712330121525		Y	
ROBERTS FERRY UNION DISTRICT	Roberts Ferry Union Elementary	50712336053011		Y	
SALIDA UNION SCHOOL DISTRICT	Dena Boer	50712666113823		Y	
SALIDA UNION SCHOOL DISTRICT	Dena Boer Headstart	50712669999999			
SALIDA UNION SCHOOL DISTRICT	Dena Boer State Preschool	50712669999999			
SALIDA UNION SCHOOL DISTRICT	Kirk Baucher Elementary School (Sier	501050G6909774		Y	
SALIDA UNION SCHOOL DISTRICT	Marilyn Frakes Child Development Ce	50105046069546			
SALIDA UNION SCHOOL DISTRICT	Mildred Perkins Elementary	50712660133660		Y	
SALIDA UNION SCHOOL DISTRICT	Modesto Christian Elementary/Middl	STANOCSMODCHRI			
SALIDA UNION SCHOOL DISTRICT	PRIVATE ON ISP	5010504PRIVATE			
SALIDA UNION SCHOOL DISTRICT	Salida Elementary	50712666053037		Y	
SALIDA UNION SCHOOL DISTRICT	Salida Headstart	50712669999999			
SALIDA UNION SCHOOL DISTRICT	Salida Middle School - Vella Campus	50712666120844		Y	
SALIDA UNION SCHOOL DISTRICT	Sisk Elementary	50712666106934		Y	
SCOE SPECIAL EDUCATION DIVISION	Alice N. Stroud Elementary	50710766111892		Y	
SCOE SPECIAL EDUCATION DIVISION	Bernard L. Hughes Elementary	50710766107932		Y	
SCOE SPECIAL EDUCATION DIVISION	Cardozo Middle	50755566052989		Y	
SCOE SPECIAL EDUCATION DIVISION	Elizabeth Ustach Middle	50712906111017		Y	
SCOE SPECIAL EDUCATION DIVISION	Empire Elementary	50710766052518		Y	
SCOE SPECIAL EDUCATION DIVISION	Hart Ransom Elementary	50710926052542		Y	
SCOE SPECIAL EDUCATION DIVISION	John B. Allard	50105040131235		Y	
SCOE SPECIAL EDUCATION DIVISION	John F. Kennedy School	50105046069546		Y	
SCOE SPECIAL EDUCATION DIVISION	Josephine Chrysler Elementary	50712826053060		Y	
SCOE SPECIAL EDUCATION DIVISION	Mesa Verde Elementary	50755560118810		Y	

SCOE SPECIAL EDUCATION DIVISION	Muncy Headstart	50712829999999		Y	
SCOE SPECIAL EDUCATION DIVISION	Oakdale Community School	50105046069546		Y	
SCOE SPECIAL EDUCATION DIVISION	Petersen Alternative Center for Educa	50105045030226		Y	
SCOE SPECIAL EDUCATION DIVISION	Richard M. Moon Primary	50755726085021		Y	
SCOE SPECIAL EDUCATION DIVISION	Riverbank High	50755565036850		Y	
SCOE SPECIAL EDUCATION DIVISION	Salida Middle School - Vella Campus	50712666120844		Y	
SCOE SPECIAL EDUCATION DIVISION	Sierra View Elementary	50755640107979		Y	
SCOE SPECIAL EDUCATION DIVISION	Sisk Elementary	50712666106934		Y	
SCOE SPECIAL EDUCATION DIVISION	Stanislaus Alternative Charter	50105040129023		Y	
SCOE SPECIAL EDUCATION DIVISION	Stanislaus County Office of Education	50105046069546		Y	Y
SCOE SPECIAL EDUCATION DIVISION	Stanislaus County West Campus	50105045030069		Y	
SCOE SPECIAL EDUCATION DIVISION	Stanislaus Military Academy at Teel	50105045030085		Y	
SCOE SPECIAL EDUCATION DIVISION	Waterford Child Development Center	50105045075572		Y	
SCOE SPECIAL EDUCATION DIVISION	Woodrow Elementary	50712906053128		Y	
SHILOH SCHOOL DISTRICT	Shiloh Charter	50712740121558		Y	
SHILOH SCHOOL DISTRICT	Shiloh Elementary	50712746053045		Y	
STANISLAUS UNION SCHOOL DISTRICT	Agnes M. Baptist Elementary	50712826108302		Y	
STANISLAUS UNION SCHOOL DISTRICT	Chrysler Headstart	50712829999999			
STANISLAUS UNION SCHOOL DISTRICT	East Valley Education Center	501050G7090558		Y	
STANISLAUS UNION SCHOOL DISTRICT	George Eisenhut Elementary	50712826098297		Y	
STANISLAUS UNION SCHOOL DISTRICT	Josephine Chrysler Elementary	50712826053060		Y	
STANISLAUS UNION SCHOOL DISTRICT	Kirk Baucher Elementary School (Sier	501050G6909774		Y	
STANISLAUS UNION SCHOOL DISTRICT	Mary Lou Dieterich Elementary	50712820105700		Y	
STANISLAUS UNION SCHOOL DISTRICT	Prescott Sr. Elementary	50712826067250		Y	
STANISLAUS UNION SCHOOL DISTRICT	Stanislaus Elementary	50712826053078		Y	
SYLVAN UNION SCHOOL DISTRICT	Big Valley Grace Community Church	STANOCSBIGVALL		Y	
SYLVAN UNION SCHOOL DISTRICT	C.F. Brown Headstart	50712909999999			
SYLVAN UNION SCHOOL DISTRICT	Chrysler Headstart	50712829999999			
SYLVAN UNION SCHOOL DISTRICT	Coleman F. Brown Elementary	50712906071583		Y	
SYLVAN UNION SCHOOL DISTRICT	Crossroads Elementary	50712900113795		Y	
SYLVAN UNION SCHOOL DISTRICT	Daniel J. Savage Middle	50712900108761		Y	
SYLVAN UNION SCHOOL DISTRICT	East Valley Education Center	501050G7090558		Y	
SYLVAN UNION SCHOOL DISTRICT	Elizabeth Ustach Middle	50712906111017		Y	
SYLVAN UNION SCHOOL DISTRICT	Freedom Elementary	50712906120430		Y	

SYLVAN UNION SCHOOL DISTRICT	John F. Kennedy School	50105046069546		Y	
SYLVAN UNION SCHOOL DISTRICT	Kirk Baucher Elementary School (Sier	501050G6909774		Y	
SYLVAN UNION SCHOOL DISTRICT	Mary Ann Sanders Elementary	50712900113803		Y	
SYLVAN UNION SCHOOL DISTRICT	Orchard Elementary	50712906111009		Y	
SYLVAN UNION SCHOOL DISTRICT	Sherwood Elementary	50712906053086		Y	
SYLVAN UNION SCHOOL DISTRICT	Somerset Middle	50712906053094		Y	
SYLVAN UNION SCHOOL DISTRICT	Standiford Elementary	50712906053102		Y	
SYLVAN UNION SCHOOL DISTRICT	Stockard Coffee Elementary	50712906095517		Y	
SYLVAN UNION SCHOOL DISTRICT	Sylvan Elementary	50712906053110		Y	
SYLVAN UNION SCHOOL DISTRICT	Sylvan Headstart	50712909999999			
SYLVAN UNION SCHOOL DISTRICT	Woodrow Elementary	50712906053128		Y	
TURLOCK UNIFIED SCHOOL DISTRICT	Crowell Elementary	50757396053151		Y	
TURLOCK UNIFIED SCHOOL DISTRICT	Cunningham Elementary	50757396053169		Y	
TURLOCK UNIFIED SCHOOL DISTRICT	Cunningham Headstart	50757399999999			
TURLOCK UNIFIED SCHOOL DISTRICT	Dennis G. Earl Elementary	50757396115208		Y	
TURLOCK UNIFIED SCHOOL DISTRICT	East Valley Education Center	501050G7090558		Y	
TURLOCK UNIFIED SCHOOL DISTRICT	eCademy Charter at Crane	50757390124669		Y	
TURLOCK UNIFIED SCHOOL DISTRICT	John H. Pitman High	50757395030283		Y	
TURLOCK UNIFIED SCHOOL DISTRICT	Julien Elementary	50757396053177		Y	
TURLOCK UNIFIED SCHOOL DISTRICT	Kirk Baucher Elementary School (Sier	501050G6909774		Y	
TURLOCK UNIFIED SCHOOL DISTRICT	Marvin A. Dutcher Middle	50757396118814		Y	
TURLOCK UNIFIED SCHOOL DISTRICT	On Track #2	50757395075739		Y	
TURLOCK UNIFIED SCHOOL DISTRICT	On Track #3	50757395075739		Y	
TURLOCK UNIFIED SCHOOL DISTRICT	On Track (Turlock)	50757399999999		Y	
TURLOCK UNIFIED SCHOOL DISTRICT	Osborn Headstart	50757399999999		Y	
TURLOCK UNIFIED SCHOOL DISTRICT	Osborn Two-Way Immersion Academ	50757396053185		Y	
TURLOCK UNIFIED SCHOOL DISTRICT	Reyn Franca School-Denair	501050G7036767		Y	
TURLOCK UNIFIED SCHOOL DISTRICT	Roselawn High	50757395036884		Y	
TURLOCK UNIFIED SCHOOL DISTRICT	Sacred Heart School	STANOCSSACRDHT			
TURLOCK UNIFIED SCHOOL DISTRICT	Sandra Tovar Medeiros Elementary	50757390108175		Y	
TURLOCK UNIFIED SCHOOL DISTRICT	Stanislaus Academy	501050G7024490		Y	
TURLOCK UNIFIED SCHOOL DISTRICT	Turlock Christian	STANOCSTURCHRI		Y	
TURLOCK UNIFIED SCHOOL DISTRICT	Turlock High	50757395037700		Y	
TURLOCK UNIFIED SCHOOL DISTRICT	Turlock Jr. High	50757396053136		Y	

TURLOCK UNIFIED SCHOOL DISTRICT	Wakefield Elementary	50757396053193		Y	
TURLOCK UNIFIED SCHOOL DISTRICT	Wakefield Headstart	50757399999999		Y	
TURLOCK UNIFIED SCHOOL DISTRICT	Walnut Elementary Education Center	50757390114561		Y	
TURLOCK UNIFIED SCHOOL DISTRICT	Walter M. Brown Elementary	50757396102743		Y	
Valley Charter High School	Valley College High School	50302345030234		Y	
VALLEY HOME JOINT SCHOOL DISTRI	Valley Home Elementary	50713246053201		Y	
WATERFORD UNIFIED SCHOOL DISTR	East Valley Education Center	501050G7090558		Y	
WATERFORD UNIFIED SCHOOL DISTR	Gateway To Success	50755725030259		Y	
WATERFORD UNIFIED SCHOOL DISTR	Kirk Baucher Elementary School (Sier	501050G6909774		Y	
WATERFORD UNIFIED SCHOOL DISTR	Lucille Whitehead Intermediate	50755720117770		Y	
WATERFORD UNIFIED SCHOOL DISTR	Richard M. Moon IS	50755726085021			
WATERFORD UNIFIED SCHOOL DISTR	Richard M. Moon Primary	50755726085021		Y	
WATERFORD UNIFIED SCHOOL DISTR	Sentinel High	50755720117689		Y	
WATERFORD UNIFIED SCHOOL DISTR	Trinity Knox Classical Academy	50755726162713		Y	
WATERFORD UNIFIED SCHOOL DISTR	Waterford Child Development Center	50105045075572		Y	
WATERFORD UNIFIED SCHOOL DISTR	Waterford High	50755725030259		Y	
WATERFORD UNIFIED SCHOOL DISTR	Waterford Independent Study	50755725030259		Y	
WATERFORD UNIFIED SCHOOL DISTR	Waterford Junior	50755726053219		Y	

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