Joint Meeting of the Superintendents' and Operations Council

Wednesday May 27, 2026, at 10:30 a.m.

Wheatland School District Technology Room 111 Main Street, Wheatland, CA 95692

Voting Quorum Must be Present

Special Education Local Plan Area

Superintendents' Council

- Patrick Brose
- Matt Taylor
- Chris Mahurin
- Jordan Reeves
- Craig Guensler
- Rob Gregor
- Jeff Roberts, Ed. D
- Nicole Newman, Ed. D
- Louise Miller

Operations Council

- Patrick Brose
- Jennifer Nelson
- Kimberly Benton Wolfgram
- Rusty Gordon
- Toni Vernier
- Erin Oakes
- Samantha Chan
- Lauren Link
- Melonie Soland

Agenda

1. **Call to Order, Attendance, Pledge of allegiance**
2. **Public Comments**
3. **Public Hearing: 2026-27 SELPA Local Plan: Information**
   - 3.1 Section D: Annual Budget Plan + Attachments
   - 3.2 Section E: Annual Service Plan +Attachment
4. **Consent Agenda: Action Item**
   - 4.1 Approval of May 27, 2026, Meeting Agenda
   - 4.2 Approval of April 22, 2026, minutes
5. **Approval of 2026-27 SELPA Local Plan - Section D and Section E: Action Item**
6. **Definition of Program Transfer: Information / Action Item**
7. **Marysville Joint Unified School District Accelerated Program Transfer Request: Information / Action Item**

Agenda

8. Yuba County Teacher Consortium Residency Update: Information Item

9. SELPA Finance: Information Item

- 9.1 May 2026 SELPA Finance Report
- 9.2 Governor's May Revise - Full Budget Summary - TK-12 Education
- 9.3 Projected 2026-27 SELPA Revenue and Excess Cost

10. CDE Monitoring and Reporting: Information Item

- 10.1 Personnel Data Report (PDR) Due Dates
- 10.2 Individual Education Plan Implementation Monitoring
- 10.3 Student Record Review Due Date
- 10.4 Summary Due Date
- 10.5 Local Education Agency Compliance Improvement Monitoring Activities
- 10.6 Desired Results Developmental Profile Due Date
- 10.7 California Longitudinal Pupil Achievement Data System (CALPADS) End Of Year 1 Due Dates
- 10.8 Annual Determination Letter Due Dates

Agenda

11. 2026-27 SELPA Meeting Calendar: Information Item

12. Special Education Information System Update: Information Item

13. Professional Development

- Conscious Discipline 2 Day Leadership Training

14. General Information: Information Item

- 10.1 Local Agency Share

15. Advanced Planning: Information Item

16. Adjournment

Call to order, Attendance, Pledge of Allegiance



Notice to the Public

Members of the public wishing to address the SELPA Joint Superintendents' / Operations Council Committee on specific agenda items, or pertinent items of interest, will be given an opportunity to do so. Ath the discretion of the chairperson, time limits may be imposed on presentations. No action may be taken on items not appearing on the posted agenda.

Public Hearing: 2026-27 SELPA Local Plan: Information

- Section D: Annual Budget Plan + Attachments

- Section E: Annual Service Plan + Attachment

Special Education Local Plan Area (SELPA) Local Plan

SELPA | Yuba County SELPA | Fiscal Year | 2026-27

LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education

Special Education Division

Local Plan Annual Submission

SELPA | Yuba County SELPA | Fiscal Year | 2026-27

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	19,064,300	73.81%
AB 602 Property Taxes	2,582,789	10.00%
Federal IDEA Part B	4,103,724	15.89%
Federal IDEA Part C	63,140	0.24%
State Infant/Toddler		0.00%
State Mental Health		0.00%
Federal Mental Health		0.00%
Other Projected Revenue	15,157	0.06%
Total Projected Revenue:	25,829,110	**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)

Alternate Dispute Resolution (ADR) Grant

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

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

Section D: Annual Budget Plan

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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	19,574,702	30.16%
Object Code 2000—Classified Salaries	13,280,437	20.46%
Object Code 3000—Employee Benefits	14,441,420	22.25%
Object Code 4000—Supplies	811,803	1.25%
Object Code 5000—Services and Operations	15,024,666	23.15%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing	1,779,238	2.74%
Total Projected Expenditures:	64,912,266	100.00%

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

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

D-6. Code 7000—Other Outgo and Financing

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

Section D: Annual Budget Plan

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TABLE 3

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

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

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

Revenue Source	Amount	Percentage of Total Funding
Projected State Special Education Revenue	21,647,089	83.81%
Projected Federal Revenue	4,182,021	16.19%
Local Contribution		0.00%
Total Revenue from all Sources:	25,829,110	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).

Each LEA member of the Yuba County SELPA generates revenue (dollars) based on the state and federal funding formulas. Upon receipt of these dollars from the state, the Yuba County SELPA allocates the funding to member LEAs per the interagency agreement for SELPA Local Plan. For details please reference the SELPA Fiscal Allocation Plan located online on the SELPA website.

SELPA Administrative Unit (AU) Funds
The SELPA Administrative Unit (AU) budget is based on the AB602 dollars allocated for Program Specialists/Regional Services (PS/RS). This funding is held at the SELPA level. This funding supports the SELPA to perform mandated fiscal allocation, special education program development, and monitoring/reporting requirements to the state.

Low Incidence (LI) Funds
The SELPA retains a portion of the low incidence to support the acquisition and distribution of

necessary services and distributes a portion for equipment for students with low incidence disabilities across the SELPA region. The SELPA distributes about 20% of the LI funds to LEAs for equipment and retains 80% for regional programs.

Alternate Dispute Resolution (ADR) Funds
The SELPA retains the ADR funds at the SELPA level to build the universal capacity of local education agencies, parents and resource providers throughout the SELPA region through the provision of training, access to the statewide ADR conference as well as the implementation of alternate dispute resolution interventions/practices.

Out-of-Home Care (OHC) Funds
Out-of-Home Care (OHC) funding is based on five data components: the sum of cumulative enrollment for foster youth reported through California Longitudinal Pupil Achievement Data System; the average daily population at STRTP provided by the Department of Social Services; and pupil count data in community care, intermediate care, and skilled nursing facilities provided by the Department of Developmental Services as of April 1 each year. The foster youth funding component of the OHC funding will be allocated to member LEAs based on the revenue generated by foster youth count. In addition, funding for short-term residential therapeutic program (STRTP), community care funding, intermediate care funding and skilled nursing funding is allocated based on the district of location. If more than one LEA shares the location of the facility, it will be split evenly across those LEAs. If the generated revenue cannot be determined by LEA location, then it will be allocated by current year foster youth count to each Yuba County SELPA LEA. The proportionate share of saving will be allocated to LEAs based on the pro rata share of all other OHC funding streams.
All Federal IDEA and State Mental Health Funds at present are slated to be allocated directly to LEAs.

Federal and State mental health funds are no longer allocated through the SELPA and therefore are not accounted for in the SELPA Local Plan. Individual member LEAs will now directly report on the use of these dollars to the state department of finance.

All other remaining Federal IDEA and State AB602 funding is allocated to member LEAs based on P-2 funded Average Daily Attendance (ADA).

If any member LEA fails to expend all of their allocated funding for special education purposes, it is returned to the SELPA and reallocated to all LEA members within the Yuba County SELPA.

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

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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	146,569	41.94%
Object Code 2000—Classified Salaries	35,751	10.23%
Object Code 3000—Employee Benefits	56,617	16.20%
Object Code 4000—Supplies	11,857	3.39%
Object Code 5000—Services and Operations	68,766	19.68%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing	29,879	8.55%
Total Projected Operating Expenditures:	349,439	100.00%

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

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

Indirect Costs

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TABLE 5

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

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

D-12. Defined Goals for Students with LI Disabilities

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

☐ YES ■ NO

If "No," describe how the SELPA identifies expenditures for low-incidence disabilities as required by *EC* Section 56205(b)(1)(D)?

Effective 2020–21, Goals 5750, and 5770 were eliminated, and replaced with Goal 5760. LEAs that choose to track these expenditures may do so by setting up locally defined goals, including 5750 and 5770. Locally defined codes are included in goal 5760 when reporting data to CDE. In alignment with the elimination of Code 5750 and 5770, and the requirement to include all expenditures for Special Education, Ages 5 - 22 as Goal code 5760, the majority of LEAs discontinued using codes for tracking students as non severe and severe. Additionally, LEAs do not use goal or function codes for planning purposes. They use object codes, and may utilize local codes to track expenditures related to LI disabilities and for general education program support. As Goal 5760 is included in object code of 5000, and is not required as separate planning items for budgeting purposes, many LEAs do not use specific tracking mechanisms within their budget projection documents. All low incidence funds are maintained at the SELPA level for the purchasing of materials and equipment for LEAs and to off-set the excess cost bill-back to LEAs for service providers delivering services to visually impaired students. LEAs are encouraged to track expenditures for services, materials and equipment. Use of local codes is optional and SELPA cannot require this reporting for budgeting purposes. As each LEA may use varying expenditures under these areas, the total number reported is limited to the anticipated revenue for LI eligible pupils for the purposes of the annual budget plan.

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

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

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

Enter the total projected expenditures budgeted for students with LI disabilities.	444,645

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LOCAL PLAN

Attachments

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education

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Attachment I

SELPA: Yuba County 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. Only charter schools that have applied and been approved by their governing board as LEAs for special education purposes should be listed on Attachment I. 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

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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	34	67439	111757	775	California Montessori Project - Capitol Campus	Jennifer	Nelson	(916) 971-2432	jnelson@cacmp.org	Transfer From
	2	34	67439	1111732	777	California Montessori Project - Elk Grove	Jennifer	Nelson	(916) 971-2432	jnelson@cacmp.org	Transfer From
	3	34	67447	112169	776	California Montessori Project - San Juan Campus	Jennifer	Nelson	(916) 971-2432	jnelson@cacmp.org	Transfer From
	4	9	61838	111724	774	California Montessori Project - Shingle Springs	Jennifer	Nelson	(916) 971-2432	jnelson@cacmp.org	Transfer From
	5	58	72728	0		Camptonville Elementary School District	Patrick	Brose	(530) 288-3277	pbrose@cville.k12.ca.us	Previously Reported
	6	58	72728	6115935	165	CORE Charter	Kimberly	Benton-Wolfgramm	(530) 741-2786	kbentonwolfgramm@corecharter.org	Previously Reported
	7	58	72736	0		Marysville Joint Unified School District	Rusty	Gordon	(530) 740-6490	rgordon@mjusd.k12.caus	Previously Reported
	8	58	72744	0		Plumas Lake Elementary School District	Toni	Vernier	(530) 743-4428	tvernier@plusd.org	Previously Reported
	9	58	72751	0		Wheatland School District	Angela	Gouker	(530) 633-3135	agouker@wheatland.k12.ca.us	Previously Reported
	10	58	72769	0		Wheatland Union High School District	Lauren	Link	(530) 633-3100	llink@wheatlandhigh.org	Previously Reported
	11	58	10587	0		Yuba County Office of Education	Kristen	Nottle-Powell	(530) 749-4871	kristen.nottlepowell@yubacoe.k12.ca.us	Previously Reported
	12	58	10587	117242	990	Yuba Environmental Science Charter Academy	Louise	Miller	(530) 692-2210	lmiller@yescharteracademy.org	Previously Reported

Attachment II

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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

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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	California Montessori Project - Capitol Campus	0	0	0		0	0	0	0	0
2	California Montessori Project - Elk Grove	0	0	0	0	0	0	0	0	0
3	California Montessori Project - San Juan Campus	0	0	0	0	0	0	0	0	0
4	California Montessori Project - Shingle Springs	0	0	0	0	0	0	0	0	0
5	Camptonville Elementary School District	260,887	0	0	0	0	0	0	0	260,887
6	CORE Charter	625,552	0	0	170,350	0	0	0	0	795,902
7	Marysville Joint Unified School District	11,815,959	1,808,786	0	2,683,060	0	0	0	0	16,307,805
8	Plumas Lake Elementary School District	2,081,190	320,231	0	472,409	0	0	0	0	2,873,830

Attachment II

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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	Wheatland School District	1,537,651	239,216	0	352,214	0	0	0	0	2,129,081
10	Wheatland Union High School District	1,400,388	214,556	0	308,869	0	0	0	0	1,923,813
11	Yuba County Office of Education	1,020,995	0	63,140	116,822	0	0	0	15,157	1,216,114
12	Yuba Environmental Science Charter Academy	321,678	0	0	0	0	0	0	0	321,678
	Totals:	19,064,300	2,582,789	63,140	4,103,724	0	0	0	15,157	25,829,110

Attachment III

SELPA: Yuba County SELPA

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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	California Montessori Project - Capitol Campus						0	0	0
2	California Montessori Project - Elk Grove						0	0	0
3	California Montessori Project - San Juan Campus						0	0	0
4	California Montessori Project - Shingle Springs						0	0	0
5	Camptonville Elementary School District	94,242	35,249	34,307	13,500	8,952	0	800	187,050
6	CORE Charter	611,377	70,824	209,775	18,604	85,787	0	2,306	998,673
7	Marysville Joint Unified School District	10,638,389	5,722,063	7,054,598	200,000	7,777,374	0	171,648	31,564,072
8	Plumas Lake Elementary School District	1,905,698	1,684,449	1,347,396	96,865	499,442	0	688,702	6,222,552
9	Wheatland School District	1,729,197	1,508,948	2,125,713			0		5,363,858

Attachment III

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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	Wheatland Union High School District	1,177,573	804,348	715,391	62,604	70,098	0	188,154	3,018,168
11	Yuba County Office of Education	3,252,778	3,301,881	2,883,324	419,231	6,408,013	0	727,628	16,992,855
12	Yuba Environmental Science Charter Academy	165,448	152,675	70,916	1,000	175,000	0		565,039
	Totals:	19,574,702	13,280,437	14,441,420	811,804	15,024,666	0	1,779,238	64,912,267

Attachment IV

SELPA: Yuba County SELPA

Fiscal Year: 2026-27

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: 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	California Montessori Project - Capitol Campus		0.00%		0.00%	0	
2	California Montessori Project - Elk Grove		0.00%		0.00%	0	
3	California Montessori Project - San Juan Campus		0.00%		0.00%	0	
4	California Montessori Project - Shingle Springs		0.00%		0.00%	0	
5	Camptonville Elementary School District		0.00%	260,887	1.21%	0	260,887
6	CORE Charter	170,350	4.07%	625,552	2.89%	0	795,902
7	Marysville Joint Unified School District	2,683,060	64.16%	13,624,745	62.94%	0	16,307,805
8	Plumas Lake Elementary School District	472,409	11.30%	2,401,421	11.09%	0	2,873,830
9	Wheatland School District	352,214	8.42%	1,776,867	8.21%	0	2,129,081

Attachment IV

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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	Wheatland Union High School District	308,869	7.39%	1,614,944	7.46%	0	1,923,813
11	Yuba County Office of Education	195,119	4.67%	1,020,995	4.72%	0	1,216,114
12	Yuba Environmental Science Charter Academy	0	0.00%	321,678	1.49%	0	321,678
	Totals:	4,182,021	100.00%	21,647,089	100.00%	0	25,829,110

Attachment V

SELPA: Yuba County SELPA

Fiscal Year: 2026-27

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	California Montessori Project - Capitol Campus	0	0
2	California Montessori Project - Elk Grove	0	0
3	California Montessori Project - San Juan Campus	0	0
4	California Montessori Project - Shingle Springs	0	0
5	Camptonville Elementary School District	0	1,000
6	CORE Charter	0	3,212
7	Marysville Joint Unified School District	0	59,237
8	Plumas Lake Elementary School District	0	6,160
9	Wheatland School District	0	6,160

Attachment V

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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	Wheatland Union High School District	0	4,686
11	Yuba County Office of Education	0	363,190
12	Yuba Environmental Science Charter Academy	0	1,000
	Totals:	0	444,645

Attachment VI

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Attachment VII

SELPA: Yuba County SELPA

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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	Transferred FROM	Transferred TO	Initiating SELPA Notification Date	SELPA Governing Board Notification Date	COE Notification Date	CDE Notification Date	Agreed Upon Effective Fiscal Year
California Montessori Project - San Juan		Transfer From	Yuba County SELPA	El Dorado County Charter SELPA	06/03/25	04/22/26	06/03/25	06/03/25	2026-27
California Montessori Project - Shingle Springs		Transfer From	Yuba County SELPA	El Dorado County Charter SELPA	06/03/25	04/22/26	06/03/25	06/03/25	2026-27
California Montessori Project - Capitol Campus		Transfer From	Yuba County SELPA	El Dorado County Charter SELPA	06/03/25	04/22/26	06/03/25	06/03/25	2026-27
California Montessori Project - Elk Grove		Transfer From	Yuba County SELPA	El Dorado County Charter SELPA	06/03/25	04/22/26	06/03/25	06/03/25	2026-27

Special Education Local Plan Area (SELPA) Local Plan

SELPA Yuba County SELPA

Fiscal Year 2026-27

LOCAL PLAN

Section E: Annual Service Plan

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education

Special Education Division

Local Plan Annual Submission

SELPA: Yuba County SELPA

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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. (34 CFR 300.39(b)(3)).

☐ *Service is Not Currently Provided*

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☐ 210–Family Training, Counseling, Home Visits (Ages 0-2 only)

■ *Service is Not Currently Provided*

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.

This service has been adopted by the Yuba County SELPA. However, it is currently not in use per member LEA IEPs.

The Yuba County SELPA maintains an interagency agreement with the Sutter County SELPA to operate a Bi-County Infant services program. Additionally, Alta Regional Center in located in Sutter County and it is very convenient for Sutter County SELPA to coordinate all infant special education services.

The Alta Regional Center notifies the Local Education Agency (LEA) of residence (i.e., Marysville Joint Unified School District, Plumas Lake Elementary School District and Wheatland Elementary School District) who operates regional programs regarding any new referrals for infant services. The LEA special education program administrator or administrative designee attends and participates in Individual Family Service Plan meetings developed by either Alta Regional Center or the Sutter County SELPA. The program coordinator works with all member LEAs within our SELPA to coordinate the Part C to Part B transition IEP meetings to determine continued need for and continuation of special education services in the preschool setting.

☐ 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.

This service has been adopted by the Yuba County SELPA. However, it is currently not in use per member LEA IEPs.

The Yuba County SELPA maintains an interagency agreement with the Sutter County SELPA to operate a Bi-County Infant services program. Additionally, Alta Regional Center in located in Sutter County and it is very convenient for Sutter County SELPA to coordinate all infant special education services.

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The Alta Regional Center works directly with families to help coordinate any necessary medical services for infants. Additionally, the Yuba County SELPA has an interagency agreement with Alta Regional Center for the provision of these services.

☐ 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.

This service has been adopted by the Yuba County SELPA. However, it is currently not in use per member LEA IEPs.

The Yuba County SELPA maintains an interagency agreement with the Sutter County SELPA to operate a Bi-County Infant services program. Additionally, Alta Regional Center in located in Sutter County and it is very convenient for Sutter County SELPA to coordinate all infant special education services.

The Alta Regional Center works directly with families to help coordinate any necessary nutritional services for infants. Additionally, the Yuba County SELPA has an interagency agreement with Alta Regional Center for the provision of these services.

☐ 240–Service Coordination (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.

This service has been adopted by the Yuba County SELPA. However, it is currently not in use per member LEA IEPs.

The Yuba County SELPA maintains an interagency agreement with the Sutter County SELPA to operate a Bi-County Infant services program. Additionally, Alta Regional Center in located in Sutter County and it is very convenient for Sutter County SELPA to coordinate all infant special education services.

The Alta Regional Center works directly with families to help coordinate any necessary services for infants. Additionally, the Yuba County SELPA has an interagency agreement with Alta Regional Center for the provision of these services.

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☐ 250–Special Instruction (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.

This service has been adopted by the Yuba County SELPA. However, it is currently not in use per member LEA IEPs.

The Yuba County SELPA maintains an interagency agreement with the Sutter County SELPA to operate a Bi-County Infant services program. Additionally, Alta Regional Center in located in Sutter County and it is very convenient for Sutter County SELPA to coordinate all infant special education services.

Per the interagency agreement with Sutter County, the infant program staff work directly with families to help coordinate any necessary specialized instruction for infants. Additionally, the Yuba County SELPA has an interagency agreement with Alta Regional Center for the provision of any additional collaboration on identifying needed services.

☐ 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.

This service has been adopted by the Yuba County SELPA. However, it is currently not in use per member LEA IEPs.

The Yuba County SELPA maintains an interagency agreement with the Sutter County SELPA to operate a Bi-County Infant services program. Additionally, Alta Regional Center in located in Sutter County and it is very convenient for Sutter County SELPA to coordinate all infant special education services.

Per the interagency agreement with Sutter County, the infant program staff work directly with families to help coordinate any additional support staff (special education aide) for infants. Additionally, the Yuba County SELPA has an interagency agreement with Alta Regional Center for the provision of any additionally collaboration on identifying needed services.

☐ 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.

This service has been adopted by the Yuba County SELPA. However, it is currently not in use due to the Yuba County SELPA maintaining an interagency agreement with the Sutter County SELPA to operate a Bi-County Infant services program. The Alta Regional Center in located within Sutter County. The Sutter County Superintendent of Schools Special Education regional program coordinates all special education services for infants with an Individual Family Support Plan (IFSP).

Per the IFSP process, the corresponding lead agency (either Sutter COE or ARC) will support the family with their request for the provision of short-term care given in-home or out-of-home, which temporarily relieves families of the ongoing responsibility for specialized care for child with a disability.

☑ 340–Intensive Individual Service

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

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

☐ *Service is Not Currently Provided*

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

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

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

Services include: specialized instruction and services, monitoring, reviewing, and consultation. Services may be direct or indirect including the use of a speech consultant.

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Is the SELPA's average SLP caseload >55? ☐ Yes ■ No

The average caseload for speech, language, and hearing specialists in the SELPA shall not exceed 55 cases, unless the SELPA Local Plan specifies a higher average caseload and the reasons for the greater average caseload. *EC* 56363.3

SELPA Average SLP Caseload:

Reasons for greater than 55 average caseload

■ 425–Adapted Physical Education ☐ *Service is Not Currently Provided*

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

Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports and rhythms, for strength development and fitness, suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program. (CCR Title 5 §3051.5).

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

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

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

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

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

This includes services that are provided to individuals with exceptional needs by a qualified

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

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

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

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

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

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

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

Includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities.

Services may be provided within the classroom, other educational settings or the home; in a group or on an individual basis; and may include therapeutic techniques to develop abilities; adaptations to the student's environment or curriculum; and consultation and collaboration with other staff and parents. Services provided based upon recommendation of the IEP team and by a qualified occupational therapist registered with the American Occupational Therapy Certification Board. (CCR Title 5 §. 3051.6, EC Part 30 §56363).

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

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

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

☑ 510–Individual Counseling

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

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

☐ *Service is Not Currently Provided*

☑ 515–Counseling and Guidance ☐ *Service is Not Currently Provided*

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

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

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

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

Individual or group counseling provided by a qualified individual pursuant to an Individualized Education Program (IEP) to assist the parent(s) of special education students in better understanding and meeting their child's needs; may include parenting skills or other pertinent issues. IEP required parent counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.31(b)(7); CCR Title 5 §3051.11).

☑ 525–Social Worker Services ☐ *Service is Not Currently Provided*

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

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

☑ 530–Psychological Services ☐ *Service is Not Currently Provided*

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

These services, provided by a credentialed or licensed psychologist pursuant to an Individualized Education Program (IEP), include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; planning programs of individual and group counseling and guidance services for children and parents.

These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. (CFR Part 300 §300.24).

IEP-required psychological services are expected to supplement the regular guidance and counseling program. (34 CFR §300.24; CCR Title 5 §3051.10).

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☑ 535–Behavior Intervention Services ☐ *Service is Not Currently Provided*

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

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

☐ 540–Day Treatment Services ☑ *Service is Not Currently Provided*

☑ 545–Residential Treatment

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

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

☐ *Service is Not Currently Provided*

☑ 610–Specialized Service for Low Incidence Disabilities ☐ *Service is Not Currently Provided*

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

Low incidence services are defined as those provided to the student population of orthopedically impaired (OI), visually impaired (VI), deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or the itinerant teacher/specialist. Consultation is provided to the teacher, staff and parents as needed. These services must be clearly written in the student's Individualized Education Program (IEP), including frequency and duration of the services to the student. (CCR Title 5 §3051.16 & 3051.18).

☑ 710–Specialized Deaf and Hard of Hearing Services ☐ *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. (CCR Title 5 §3051.16 and 3051.18).

☐ 715–Interpreter Services ■ *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.

This service has been adopted by the Yuba County SELPA. However, it is currently not in use per member LEA IEPs.

Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter.

This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student. (CCR Title 5, §3051.16).

■ 720–Audiological Services ☐ *Service is Not Currently Provided*

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

These services include measurements of acuity, monitoring amplification, as well as planning, organizing, and implementing audiology programs. Consultation services with teachers, parents or speech pathologists must be identified in the Individualized Education Program (IEP) as to reason, frequency and duration of contact; infrequent contact is considered assistance and would not be included. (CCR Title 5 §3051.2).

■ 725–Specialized Vision Services ☐ *Service is Not Currently Provided*

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

This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs, including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills (including alternative modes of reading and writing); social, emotional, career, vocational, and independent living skills.

It may include coordination of other personnel providing services to the students (such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff,

and others) and collaboration with the student's classroom teacher. (CAC Title 5 §3030(d), EC 56364.1).

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

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

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

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

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

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

☐ 740–Specialized Orthopedic Services ☑ *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.

Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment. (CAC Title 5, §3030(e) & 3051.16).

☐ 745–Reader Services ☑ *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.

This service has been adopted by the Yuba County SELPA. However, it is currently not in use per member LEA IEPs.

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

course related reading assignments and may also include recorded materials.

☐ 750–Note Taking Services ■ *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.

This service has been adopted by the Yuba County SELPA. However, it is currently not in use per member LEA IEPs.

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

☐ 755–Transcription Services ■ *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.

This service has been adopted by the Yuba County SELPA. However, it is currently not in use per member LEA IEPs.

☐ 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.

This service has been adopted by the Yuba County SELPA. However, it is currently not in use per member LEA IEPs.

Therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when possible and appropriate, facilitate the pupil's integration into general recreation programs. (CAC Title 5, §3051.15; 20 USC 1401(26(A)(1)) (34 CFR 300.24).

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

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

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

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

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

Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work experience, job coaching, development and/or placement, and situational assessment.

This includes career counseling to assist student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions. (Title 5 §3051.14).

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

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

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

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

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

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

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

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

A service that provides assistance and guidance to an employee who may be experiencing

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

☑ 860–Mentoring ☐ *Service is Not Currently Provided*

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

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

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

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.

This service has been adopted by the Yuba County SELPA. However, it is currently not in use per member LEA IEPs.

Service coordination and case management that facilitates the linkage of individualized

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

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

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.

This service has been adopted by the Yuba County SELPA. However, it is currently not in use per member LEA IEPs.

SELPA: Yuba County SELPA

Fiscal Year: 2026-27

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

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

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

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

☐ 900–Other Related Service ☐ *Service is Not Currently Provided*

+ - Description of the "Other Related Service"

Qualifications of the Provider Delivering "Other Related Service"

Attachment VI - Specialized Academic Instruction and Related Services

Date: _____

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)

Fiscal Year: _____

SELPA Name: 5800 Yuba County SELPA

CDE Official Local Educational Agency Name	School or Site Name	County/District/ School Code (co-ddddd-sssssss)	Charter Number (if applicable) (nnnn)	Special Education Service 330	210	220	230	240	250	260	270	345	415	425	435	436	445	450	460	510	515	520	525	530	535	540	545	610	710	715	720	725	730	735	740	745	750	755	760	820	830	840	850	855	860	865	870	890	900
Camptonville Elementary School District	Camptonville Elementary	58727366056600		Y									Y								Y																												
CMP-Buckeye Service District	CMP-Shingle Springs	01117240111724		Y								Y	Y	Y			Y	Y	Y	Y	Y	Y		Y	Y				Y											Y									
CMP-Elk Grove Service District	CMP-Elk Grove Campus	01117320111732		Y								Y	Y				Y	Y		Y					Y																								
CMP-Elk Grove Service District	CMP-Elk Grove-Bradshaw	01117320111732		Y								Y	Y		Y	Y	Y	Y	Y	Y	Y				Y																								
CMP-Sac City Service District	CMP-Capitol Campus	01117570111757		Y								Y	Y	Y	Y		Y	Y	Y	Y					Y																								
CMP-San Juan Service District	CMP-American River Campus	01121690112169		Y								Y	Y				Y	Y		Y	Y			Y	Y																							Y	
CMP-San Juan Service District	CMP-Carmichael Campus	01121690112169		Y								Y	Y	Y			Y	Y		Y				Y	Y			Y	Y		Y	Y	Y														
CMP-San Juan Service District	CMP-Orangevale Campus	01121690112169		Y								Y	Y					Y		Y	Y				Y				Y			Y															
CMP-San Juan Service District	Placer Learning Center	01121690118422		Y									Y							Y	Y				Y																							
CMP-San Juan Service District	Sierra Foothills Academy	YUBND0001277779		Y									Y					Y							Y																							
CMP-San Juan Service District	Sierra School of Sacramento	58727366152919		Y									Y							Y	Y																											
CORE Charter	CORE Charter	61159356115935		Y									Y					Y	Y	Y	Y			Y	Y			Y	Y			Y	Y							Y	Y	Y				Y	
Marysville Joint Unified School District	Abraham Lincoln	58727365830054		Y									Y					Y		Y				Y	Y		Y	Y												Y	Y	Y					
Marysville Joint Unified School District	Arboga Elementary	58727366056634		Y								Y	Y	Y				Y		Y				Y	Y			Y	Y			Y	Y														
Marysville Joint Unified School District	Browns Valley Elementary	58727366099014		Y									Y					Y																														
Marysville Joint Unified School District	Capital Academy	58727366130611		Y																Y	Y				Y																						
Marysville Joint Unified School District	CCHAT Center - Sacramento	YUBND0070994501		Y									Y																	Y		Y															
Marysville Joint Unified School District	Cedar Lane Elementary	58727366056659		Y								Y	Y	Y	Y			Y	Y	Y	Y			Y	Y			Y	Y			Y	Y	Y												
Marysville Joint Unified School District	Conquerors Christian School	58727367087414											Y																																		
Marysville Joint Unified School District	Cordua Elementary	58727366056667		Y									Y			Y			Y											Y	Y																
Marysville Joint Unified School District	Covillaud Elementary	58727366056733		Y								Y	Y	Y	Y			Y							Y			Y	Y			Y	Y														
Marysville Joint Unified School District	Dobbins Elementary	58727366056675		Y									Y					Y																													
Marysville Joint Unified School District	Edgewater Elementary	58727360119362		Y								Y	Y	Y				Y			Y			Y	Y																						
Marysville Joint Unified School District	Ella Elementary	58727366056683		Y								Y	Y	Y	Y			Y		Y				Y	Y																						
Marysville Joint Unified School District	Ella Preschool Appointments	58727365872736											Y																Y																		
Marysville Joint Unified School District	Ella SDC Preschool	58727365872736		Y									Y					Y	Y					Y	Y																						
Marysville Joint Unified School District	Ella State Preschool AM Ms Jocelyn	58727365872736											Y																Y																		
Marysville Joint Unified School District	Ella State Preschool PM Ms Ruby	58727365872736		Y									Y																																		
Marysville Joint Unified School District	Foothill Intermediate	58727366056691		Y									Y					Y			Y								Y																		
Marysville Joint Unified School District	Home School	58727440000002		Y									Y																																		
Marysville Joint Unified School District	Johnson Park Elementary	58727366056709		Y									Y	Y						Y					Y																						
Marysville Joint Unified School District	Kynoch Elementary	58727366056774		Y								Y	Y	Y		Y			Y	Y				Y	Y				Y																	
Marysville Joint Unified School District	Kynoch Preschool Appointments	58727365872736		Y									Y								Y								Y																		
Marysville Joint Unified School District	Kynoch SDC Preschool	58727365872736		Y									Y					Y	Y																												
Marysville Joint Unified School District	Kynoch State Preschool AM Ms. Maria	58727365872736		Y									Y					Y																												
Marysville Joint Unified School District	Kynoch State Preschool PM Ms. Maria	58727365872736		Y									Y					Y																												
Marysville Joint Unified School District	Linda Elementary	58727366056717		Y								Y	Y	Y				Y	Y	Y	Y			Y	Y			Y	Y			Y														
Marysville Joint Unified School District	Linda Preschool Appointments	58727365872736											Y					Y											Y																		
Marysville Joint Unified School District	Linda SDC Preschool	58727365872736		Y									Y					Y	Y																												
Marysville Joint Unified School District	Linda State Preschool AM Ms. Isabel	58727365872736											Y																																		
Marysville Joint Unified School District	Linda State Preschool AM Ms. Linda	58727366272736		Y									Y																																		
Marysville Joint Unified School District	Linda State Preschool PM Ms. Isabel	58727365872736											Y																																		
Marysville Joint Unified School District	Linda State Preschool PM Ms. Linda	58727365872736		Y									Y					Y																												
Marysville Joint Unified School District	Lindhurst High	58727365830013		Y								Y	Y					Y		Y	Y			Y	Y				Y			Y								Y	Y	Y					
Marysville Joint Unified School District	Loma Rica Elementary	58727366056725		Y								Y	Y	Y				Y	Y	Y				Y					Y																	
Marysville Joint Unified School District	Marysville Charter Academy for the Arts	58727365830138		Y								Y	Y					Y		Y				Y	Y			Y				Y	Y	Y					Y		Y					
Marysville Joint Unified School District	Marysville High	58727365835202		Y									Y	Y				Y		Y	Y			Y	Y				Y			Y							Y		Y		Y			
Marysville Joint Unified School District	McKenney Intermediate	58727366056626		Y								Y	Y	Y	Y	Y	Y	Y		Y	Y			Y	Y			Y	Y			Y	Y							Y					
Marysville Joint Unified School District	New Life Christian	58727366903330											Y																																		
Marysville Joint Unified School District	North-South Lindhurst Continuation High	58727365830096		Y									Y							Y				Y																Y		Y					
Marysville Joint Unified School District	Olivehurst Elementary	58727366056741		Y									Y					Y											Y																	
Marysville Joint Unified School District	Olivehurst Preschool Appointments	58727365872736											Y																																		
Marysville Joint Unified School District	Olivehurst SDC Preschool	58727361872736		Y									Y					Y																												
Marysville Joint Unified School District	Olivehurst State Preschool AM Ms. Daniella	58727365872736											Y																																		
Marysville Joint Unified School District	Olivehurst State Preschool AM Ms. Dulce	58727365872736											Y																																		
Marysville Joint Unified School District	Olivehurst State Preschool PM Ms. Ana	58727365872736											Y																																		
Marysville Joint Unified School District	Olivehurst State Preschool PM Ms. Damelle	58727365872736		Y									Y					Y																												
Marysville Joint Unified School District	Placer Learning Center	01121690118422		Y								Y	Y					Y		Y	Y				Y																						
Marysville Joint Unified School District	Point Quest Education, Inc.	58727367051394		Y									Y							Y	Y																				Y		Y					
Marysville Joint Unified School District	Rising Star	58727366171805		Y								Y	Y							Y	Y				Y																						
Marysville Joint Unified School District	Sierra School of Sacramento	58727366152979		Y									Y								Y																									Y	
Marysville Joint Unified School District	South Lindhurst Continuation High	58727365830096		Y									Y							Y				Y				Y												Y	Y	Y					
Marysville Joint Unified School District	Yuba College	58727365872736		Y									Y		Y																										Y		Y		Y		Y	
Marysville Joint Unified School District	Yuba Feather Elementary	58727366056782		Y								Y	Y					Y						Y	Y																						
Marysville Joint Unified School District	Yuba Gardens Intermediate	58727366056790		Y								Y	Y	Y				Y		Y					Y			Y	Y			Y	Y														
Plumas Lake Elementary	Aldar Academy	58727366937999		Y									Y												Y																						
Plumas Lake Elementary	Cobblestone Elementary	58727440114652		Y								Y	Y	Y	Y			Y			Y				Y				Y																	
Plumas Lake Elementary	Placer Learning Center	01121690118422		Y								Y	Y					Y	Y		Y				Y																						
Plumas Lake Elementary	Placer Learning Center	58727360118422		Y														Y		Y	Y				Y																						
Plumas Lake Elementary	Rio Del Oro Elementary	58727440107375		Y									Y		Y			Y			Y								Y																	
Plumas Lake Elementary	Rising Star	58727366171805		Y								Y	Y																																		
Plumas Lake Elementary	Riverside Meadows Intermediate	58727440112623		Y								Y	Y					Y		Y	Y				Y				Y												Y	Y	Y					
Wheatland Elementary	Bear River School	58727516056816		Y									Y	Y				Y			Y				Y																						Y
Wheatland Elementary	Lone Tree School	58727516056832		Y				Y	Y				Y					Y							Y		Y			Y		Y														
Wheatland Elementary	Placer Learning Center	58727360118422		Y								Y								Y	Y				Y																					Y	
Wheatland Elementary	Wheatland Charter Academy	58727516118806		Y									Y																																	
Wheatland Elementary	Wheatland Elementary	58727516056840		Y									Y	Y	Y			Y			Y				Y																						
Wheatland Union High School District	Edward P Duplex Continuation High School	58727690133751																			Y				Y																Y		Y					
Wheatland Union High School District	Wheatland Community Day High	58727690123570																				Y																			Y		Y					
Wheatland Union High School District	Wheatland Union High School	58727695818305		Y								Y	Y	Y	Y	Y		Y		Y	Y						Y	Y			Y	Y	Y							Y	Y	Y				Y	
Yuba Co. Office of Education	Harry P B Carden School	58105875830047		Y																	Y																			Y	Y	Y					
Yuba Co. Office of Education	Thomas E. Mathews Community	58105870113274		Y									Y											Y																	Y		Y					
Yuba Co. Office of Education	Yuba County Career Preparatory Charter	58105875830112		Y									Y		Y			Y		Y	Y			Y	Y																Y	Y						
Yuba COE Special Education	Kynoch Elementary	58727366056774		Y									Y					Y																													
Yuba COE Special Education	Yuba County Office of Education	58105875810587		Y									Y					Y																													
Yuba COE Special Education	Yuba County Special Education	58105876069249		Y								Y	Y	Y	Y	Y		Y	Y						Y			Y	Y			Y	Y	Y							Y	Y	Y				Y	Y
Yuba Environmental Science Charter Academy	Browns Valley Elementary	58727366099014		Y																																											
Yuba Environmental Science Charter Academy	Yuba Environmental Science Charter Academy	01117247011 7242		Y								Y	Y							Y	Y				Y				Y											Y	Y	Y		Y			Y
Yuba Environmental Science Charter Academy	Yuba Feather Elementary	58727366056782		Y																Y																											

Consent Agenda

- Approval of May 27, 2026, meeting agenda
- Approval of April 22, 2026, meeting minutes



SPECIAL EDUCATION LOCAL PLAN AREA MEETING
REGULAR MEETING MINUTES

Wednesday, April 22, 2026 – 10:30 a.m.

YCOE Business Center, Beckwourth Room

TOPIC	DISCUSSION	ACTION TAKEN
1. CALL TO ORDER	Kristen Nottle-Powell called a meeting of Superintendents' and Operation's Governance Council to order at 10:31am on April 22, 2026, at the YCOE Business Center, 1114 Yuba Street, Marysville CA 95901	**CALLED TO ORDER:** 10:31 a.m.
ATTENDANCE, PLEDGE OF ALLEGIANCE	Patrick Brose, Craig Guensler, Sean Reimers, Kimberly BentonWolfgram, Rusty Gordon, Toni Vernier, Erin Oakes, Samantha Chan, Aaron Thornsberry, and Joe Lodigiani. In absents was Matt Taylor, Chris Mahurin, Jordan Reeves, Rob Gregor, Louise Miller, Dr. Jeff Roberts, Dr. Nicole Newman, Jennifer Nelson, Lauren Link, and Melonie Soland. Kristen Nottle-Powell led the council in the Pledge of Allegiance.	**QUORUM PRESENT:** Yes
2. PUBLIC COMMENTS	There were no public comments.	
3. APPROVAL OF AGENDA	Kristen Nottle-Powell directed the council members to the April 22, 2026, Agenda for their review and approval. Upon a motion by **:** Craig Guensler, duly second by Patrick Brose, the council unanimously approved the April 22, 2026 Agenda as presented.	**MOTION:** To approve the April 22, 2026 Agenda as presented. **MOTION:** Craig Guensler **SECOND:** Patrick Brose **ROLL CALL VOTE:** Patrick Brose – Aye Craig Guensler - Aye Kimberley BentonWolfgram - Aye Rusty Gordon - Aye Toni Vernier - Aye Erin Oakes - Aye Joe Lodigiani – Aye **MOTION APPROVED (7/0)**

4. CONSENT AGENDA	Kristen Nottle-Powell directed the council members to the March 18, 2026, Consent Agenda for their review and approval. Upon a motion by Craig Guensler, duly second by Patrick Brose, the council unanimously approved March 18, 2026, Consent Agenda as presented.	**MOTION:** To approve the March 18, 2026 Consent Agenda as presented. **MOTION:** Craig Guensler **SECOND:** Patrick Brose **ROLL CALL VOTE:** Patrick Brose – Aye Craig Guensler - Aye Kimberley BentonWolfgram - Aye Rusty Gordon - Aye Toni Vernier - Aye Erin Oakes - Aye Joe Lodigiani - Aye **MOTION APPROVED (7/0)**
5. YUBA COUNTY TEACHER CONSORTIUM RESIDENCY UPDATE	**5.1 Yuba County Teacher Consortium Residency Update:** Kristen Nottle-Powell provided an update regarding the Yuba County Teacher Consortium Residency Grant.	
6. 2026-27 SPECIAL EDUCATION LOCAL PLAN AREA	**6.1 Review DRAFT 2026-27 Annual Service Plan + Attachment VI:** Kristen Nottle-Powell presented a review of the DRAFT 2026-27 Annual Service Plan + Attachment VI. **6.2 2026-27 Annual Budget Plan + Attachments Update:** Kristen Nottle-Powell presented the 2026-27 Annual Budget Plan + Attachments Update. **6.3 Notice of Public Hearing:** Kristen Nottle-Powell presented a Notice of Public Hearing with a request to post on May 1, 2026.	

7. SPECIAL EDUCATION LOCAL PLAN AREA FINANCE	**7.1 Special Education Local Plan Area Finance Report:** Kristen Nottle-Powell presented the Special Education Local Plan Area Finance Report.	
8. CDE MONITORING AND REPORTING	**8.1 Personnel Data Report Due Dates:** Kristen Nottle-Powell presented information regarding the Personnel Data Report Due Dates. **8.2 Individual Education Plan Implementation Monitoring Due Dates:** Kristen Nottle-Powell presented information regarding the Individual Education Plan Implementation Monitoring Due Dates. **8.3 Student Record Review Due Date:** Kristen Nottle-Powell presented information regarding the Student Record Review Due Date. **8.4 Summary Due Date:** Kristen Nottle-Powell presented information regarding the Summary Due Date. **8.5 LEA Compliance Improvement Monitoring Activities:** Kristen Nottle-Powell presented information regarding LEA Compliance Improvement Monitoring Activities.	

	8.6 Desired Results Developmental Profile Due Date: Kristen Nottle-Powell presented information regarding the Desired Results Developmental Profile Due Date. **8.7 California Longitudinal Pupil Achievement Data System (CALPADS) End of Year 1 Due Dates:** Kristen Nottle-Powell presented information regarding the California Longitudinal Pupil Achievement Data System (CALPADS) End of Year 1 Due Dates. **8.8 Annual Determination Letter Due Dates:** Kristen Nottle-Powell presented information regarding the Annual Determination Letter Due Dates.	
9. PARTIAL SCHOOL DAYS: WHY, WHEN AND HOW TO AVOID THEM	**9.1 Partial School Days: Why, When and How to Avoid Them:** Kristen Nottle-Powell shared a presentation on partial school days.	

10. LEGISLATIVE UPDATES	**10.1 AB560 Update:** Kristen Nottle-Powell shared an update regarding AB560.	
11. LOCAL EDUCATION AGENCY SELPA MEMBERSHIP CHANGE	**11.1 Local Education Agency SELPA Membership Change:** Kristen Nottle-Powell shared an update regarding a change of SELPA membership for California Montessori Project Campuses.	
12. GENERAL IFORMATION	**12.1 Local Agency Share:** No information was shared.	
13. ADVANCED PLANNING	**13.1 Next Regular Board Meeting May 27, 2026 – 10:30 a.m. Location: Wheatland School District, 111 Main Street, Wheatland, CA 95692**	
14. ADJOURNMENT	There being no further business for discussion, the meeting was adjourned. Upon a motion by Craig Guensler, duly second by Patrick Brose, the council unanimously adjourned the April 22, 2026, Superintendents' and Operation's Council meeting at 10:59 a.m.	**MOTION:** To adjourn **MOTION:** Craig Guensler **SECOND:** Patrick Brose **ROLL CALL VOTE:** Patrick Brose – Aye Craig Guensler - Aye Kimberley BentonWolfgram - Aye Rusty Gordon - Aye Toni Vernier - Aye

		Erin Oakes - Aye Joe Lodigiani- Aye **MOTION APPROVED (7/0)**

Respectfully submitted,
Heidi Bernardis
SELPA Secretary III, Yuba County Office of Education

Kristen Nottle-Powell, Ed. D
Assistant Superintendent of Special Education & SELPA

Approval of 2026-27 SELPA Local Plan – Section D and Section E: Action Item

- Approval of 2026-27 SELPA Local Plan – Section D and Section E

Special Education Local Plan Area (SELPA) Local Plan

SELPA Yuba County SELPA

Fiscal Year 2026-27

LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education

Special Education Division

Local Plan Annual Submission

SELPA Yuba County SELPA

Fiscal Year 2026-27

Local Plan Section D: Annual Budget Plan

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

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

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

Section D: Annual Budget Plan

SELPA Yuba County SELPA

Fiscal Year 2026-27

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	19,064,300	73.81%
AB 602 Property Taxes	2,582,789	10.00%
Federal IDEA Part B	4,103,724	15.89%
Federal IDEA Part C	63,140	0.24%
State Infant/Toddler		0.00%
State Mental Health		0.00%
Federal Mental Health		0.00%
Other Projected Revenue	15,157	0.06%
Total Projected Revenue:	25,829,110	**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)

Alternate Dispute Resolution (ADR) Grant

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

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

Section D: Annual Budget Plan

SELPA Yuba County SELPA

Fiscal Year 2026-27

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	19,574,702	30.16%
Object Code 2000—Classified Salaries	13,280,437	20.46%
Object Code 3000—Employee Benefits	14,441,420	22.25%
Object Code 4000—Supplies	811,803	1.25%
Object Code 5000—Services and Operations	15,024,666	23.15%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing	1,779,238	2.74%
Total Projected Expenditures:	64,912,266	100.00%

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

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

D-6. Code 7000—Other Outgo and Financing

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

Section D: Annual Budget Plan

SELPA Yuba County SELPA

Fiscal Year 2026-27

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	21,647,089	83.81%
Projected Federal Revenue	4,182,021	16.19%
Local Contribution		0.00%
Total Revenue from all Sources:	25,829,110	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).

Each LEA member of the Yuba County SELPA generates revenue (dollars) based on the state and federal funding formulas. Upon receipt of these dollars from the state, the Yuba County SELPA allocates the funding to member LEAs per the interagency agreement for SELPA Local Plan. For details please reference the SELPA Fiscal Allocation Plan located online on the SELPA website.

SELPA Administrative Unit (AU) Funds
The SELPA Administrative Unit (AU) budget is based on the AB602 dollars allocated for Program Specialists/Regional Services (PS/RS). This funding is held at the SELPA level. This funding supports the SELPA to perform mandated fiscal allocation, special education program development, and monitoring/reporting requirements to the state.

Low Incidence (LI) Funds
The SELPA retains a portion of the low incidence to support the acquisition and distribution of

necessary services and distributes a portion for equipment for students with low incidence disabilities across the SELPA region. The SELPA distributes about 20% of the LI funds to LEAs for equipment and retains 80% for regional programs.

Alternate Dispute Resolution (ADR) Funds
The SELPA retains the ADR funds at the SELPA level to build the universal capacity of local education agencies, parents and resource providers throughout the SELPA region through the provision of training, access to the statewide ADR conference as well as the implementation of alternate dispute resolution interventions/practices.

Out-of-Home Care (OHC) Funds
Out-of-Home Care (OHC) funding is based on five data components: the sum of cumulative enrollment for foster youth reported through California Longitudinal Pupil Achievement Data System; the average daily population at STRTP provided by the Department of Social Services; and pupil count data in community care, intermediate care, and skilled nursing facilities provided by the Department of Developmental Services as of April 1 each year. The foster youth funding component of the OHC funding will be allocated to member LEAs based on the revenue generated by foster youth count. In addition, funding for short-term residential therapeutic program (STRTP), community care funding, intermediate care funding and skilled nursing funding is allocated based on the district of location. If more than one LEA shares the location of the facility, it will be split evenly across those LEAs. If the generated revenue cannot be determined by LEA location, then it will be allocated by current year foster youth count to each Yuba County SELPA LEA. The proportionate share of saving will be allocated to LEAs based on the pro rata share of all other OHC funding streams.
All Federal IDEA and State Mental Health Funds at present are slated to be allocated directly to LEAs.

Federal and State mental health funds are no longer allocated through the SELPA and therefore are not accounted for in the SELPA Local Plan. Individual member LEAs will now directly report on the use of these dollars to the state department of finance.

All other remaining Federal IDEA and State AB602 funding is allocated to member LEAs based on P-2 funded Average Daily Attendance (ADA).

If any member LEA fails to expend all of their allocated funding for special education purposes, it is returned to the SELPA and reallocated to all LEA members within the Yuba County SELPA.

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

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Section D should be edited, or Section B must be amended according to the SELPA's adopted policy making process, and resubmitted to the COE and CDE for approval.

Section D: Annual Budget Plan

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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	146,569	41.94%
Object Code 2000—Classified Salaries	35,751	10.23%
Object Code 3000—Employee Benefits	56,617	16.20%
Object Code 4000—Supplies	11,857	3.39%
Object Code 5000—Services and Operations	68,766	19.68%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing	29,879	8.55%
Total Projected Operating Expenditures:	349,439	100.00%

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

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

Indirect Costs

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TABLE 5

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

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

D-12. Defined Goals for Students with LI Disabilities

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

☐ YES ■ NO

If "No," describe how the SELPA identifies expenditures for low-incidence disabilities as required by *EC* Section 56205(b)(1)(D)?

Effective 2020–21, Goals 5750, and 5770 were eliminated, and replaced with Goal 5760. LEAs that choose to track these expenditures may do so by setting up locally defined goals, including 5750 and 5770. Locally defined codes are included in goal 5760 when reporting data to CDE. In alignment with the elimination of Code 5750 and 5770, and the requirement to include all expenditures for Special Education, Ages 5 - 22 as Goal code 5760, the majority of LEAs discontinued using codes for tracking students as non severe and severe. Additionally, LEAs do not use goal or function codes for planning purposes. They use object codes, and may utilize local codes to track expenditures related to LI disabilities and for general education program support. As Goal 5760 is included in object code of 5000, and is not required as separate planning items for budgeting purposes, many LEAs do not use specific tracking mechanisms within their budget projection documents. All low incidence funds are maintained at the SELPA level for the purchasing of materials and equipment for LEAs and to off-set the excess cost bill-back to LEAs for service providers delivering services to visually impaired students. LEAs are encouraged to track expenditures for services, materials and equipment. Use of local codes is optional and SELPA cannot require this reporting for budgeting purposes. As each LEA may use varying expenditures under these areas, the total number reported is limited to the anticipated revenue for LI eligible pupils for the purposes of the annual budget plan.

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

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

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

Enter the total projected expenditures budgeted for students with LI disabilities.	444,645

Special Education Local Plan Area (SELPA) Local Plan

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LOCAL PLAN

Section E: Annual Service Plan

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education

Special Education Division

Local Plan Annual Submission

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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. (34 CFR 300.39(b)(3)).

☐ *Service is Not Currently Provided*

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☐ 210–Family Training, Counseling, Home Visits (Ages 0-2 only)

■ *Service is Not Currently Provided*

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.

This service has been adopted by the Yuba County SELPA. However, it is currently not in use per member LEA IEPs.

The Yuba County SELPA maintains an interagency agreement with the Sutter County SELPA to operate a Bi-County Infant services program. Additionally, Alta Regional Center in located in Sutter County and it is very convenient for Sutter County SELPA to coordinate all infant special education services.

The Alta Regional Center notifies the Local Education Agency (LEA) of residence (i.e., Marysville Joint Unified School District, Plumas Lake Elementary School District and Wheatland Elementary School District) who operates regional programs regarding any new referrals for infant services. The LEA special education program administrator or administrative designee attends and participates in Individual Family Service Plan meetings developed by either Alta Regional Center or the Sutter County SELPA. The program coordinator works with all member LEAs within our SELPA to coordinate the Part C to Part B transition IEP meetings to determine continued need for and continuation of special education services in the preschool setting.

☐ 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.

This service has been adopted by the Yuba County SELPA. However, it is currently not in use per member LEA IEPs.

The Yuba County SELPA maintains an interagency agreement with the Sutter County SELPA to operate a Bi-County Infant services program. Additionally, Alta Regional Center in located in Sutter County and it is very convenient for Sutter County SELPA to coordinate all infant special education services.

The Alta Regional Center works directly with families to help coordinate any necessary medical services for infants. Additionally, the Yuba County SELPA has an interagency agreement with Alta Regional Center for the provision of these services.

☐ 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.

This service has been adopted by the Yuba County SELPA. However, it is currently not in use per member LEA IEPs.

The Yuba County SELPA maintains an interagency agreement with the Sutter County SELPA to operate a Bi-County Infant services program. Additionally, Alta Regional Center in located in Sutter County and it is very convenient for Sutter County SELPA to coordinate all infant special education services.

The Alta Regional Center works directly with families to help coordinate any necessary nutritional services for infants. Additionally, the Yuba County SELPA has an interagency agreement with Alta Regional Center for the provision of these services.

☐ 240–Service Coordination (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.

This service has been adopted by the Yuba County SELPA. However, it is currently not in use per member LEA IEPs.

The Yuba County SELPA maintains an interagency agreement with the Sutter County SELPA to operate a Bi-County Infant services program. Additionally, Alta Regional Center in located in Sutter County and it is very convenient for Sutter County SELPA to coordinate all infant special education services.

The Alta Regional Center works directly with families to help coordinate any necessary services for infants. Additionally, the Yuba County SELPA has an interagency agreement with Alta Regional Center for the provision of these services.

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☐ 250–Special Instruction (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.

This service has been adopted by the Yuba County SELPA. However, it is currently not in use per member LEA IEPs.

The Yuba County SELPA maintains an interagency agreement with the Sutter County SELPA to operate a Bi-County Infant services program. Additionally, Alta Regional Center in located in Sutter County and it is very convenient for Sutter County SELPA to coordinate all infant special education services.

Per the interagency agreement with Sutter County, the infant program staff work directly with families to help coordinate any necessary specialized instruction for infants. Additionally, the Yuba County SELPA has an interagency agreement with Alta Regional Center for the provision of any additional collaboration on identifying needed services.

☐ 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.

This service has been adopted by the Yuba County SELPA. However, it is currently not in use per member LEA IEPs.

The Yuba County SELPA maintains an interagency agreement with the Sutter County SELPA to operate a Bi-County Infant services program. Additionally, Alta Regional Center in located in Sutter County and it is very convenient for Sutter County SELPA to coordinate all infant special education services.

Per the interagency agreement with Sutter County, the infant program staff work directly with families to help coordinate any additional support staff (special education aide) for infants. Additionally, the Yuba County SELPA has an interagency agreement with Alta Regional Center for the provision of any additionally collaboration on identifying needed services.

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

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

This service has been adopted by the Yuba County SELPA. However, it is currently not in use due to the Yuba County SELPA maintaining an interagency agreement with the Sutter County SELPA to operate a Bi-County Infant services program. The Alta Regional Center in located within Sutter County. The Sutter County Superintendent of Schools Special Education regional program coordinates all special education services for infants with an Individual Family Support Plan (IFSP).

Per the IFSP process, the corresponding lead agency (either Sutter COE or ARC) will support the family with their request for the provision of short-term care given in-home or out-of-home, which temporarily relieves families of the ongoing responsibility for specialized care for child with a disability.

☑ 340–Intensive Individual Service

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

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

☐ *Service is Not Currently Provided*

☑ 415–Speech and Language

☐ *Service is Not Currently Provided*

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

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

Services include: specialized instruction and services, monitoring, reviewing, and consultation. Services may be direct or indirect including the use of a speech consultant.

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Is the SELPA's average SLP caseload >55? ☐ Yes ■ No

The average caseload for speech, language, and hearing specialists in the SELPA shall not exceed 55 cases, unless the SELPA Local Plan specifies a higher average caseload and the reasons for the greater average caseload. *EC* 56363.3

SELPA Average SLP Caseload:

Reasons for greater than 55 average caseload

■ 425–Adapted Physical Education ☐ *Service is Not Currently Provided*

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

Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports and rhythms, for strength development and fitness, suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program. (CCR Title 5 §3051.5).

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

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

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

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

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

This includes services that are provided to individuals with exceptional needs by a qualified

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

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

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

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

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

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

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

Includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities.

Services may be provided within the classroom, other educational settings or the home; in a group or on an individual basis; and may include therapeutic techniques to develop abilities; adaptations to the student's environment or curriculum; and consultation and collaboration with other staff and parents. Services provided based upon recommendation of the IEP team and by a qualified occupational therapist registered with the American Occupational Therapy Certification Board. (CCR Title 5 §. 3051.6, EC Part 30 §56363).

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

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

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

☑ 510–Individual Counseling

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

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

☐ *Service is Not Currently Provided*

☑ 515–Counseling and Guidance ☐ *Service is Not Currently Provided*

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

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

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

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

Individual or group counseling provided by a qualified individual pursuant to an Individualized Education Program (IEP) to assist the parent(s) of special education students in better understanding and meeting their child's needs; may include parenting skills or other pertinent issues. IEP required parent counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.31(b)(7); CCR Title 5 §3051.11).

☑ 525–Social Worker Services ☐ *Service is Not Currently Provided*

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

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

☑ 530–Psychological Services ☐ *Service is Not Currently Provided*

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

These services, provided by a credentialed or licensed psychologist pursuant to an Individualized Education Program (IEP), include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; planning programs of individual and group counseling and guidance services for children and parents.

These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. (CFR Part 300 §300.24).

IEP-required psychological services are expected to supplement the regular guidance and counseling program. (34 CFR §300.24; CCR Title 5 §3051.10).

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☑ 535–Behavior Intervention Services ☐ *Service is Not Currently Provided*

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

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

☐ 540–Day Treatment Services ☑ *Service is Not Currently Provided*

☑ 545–Residential Treatment

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

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

☐ *Service is Not Currently Provided*

☑ 610–Specialized Service for Low Incidence Disabilities ☐ *Service is Not Currently Provided*

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

Low incidence services are defined as those provided to the student population of orthopedically impaired (OI), visually impaired (VI), deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or the itinerant teacher/specialist. Consultation is provided to the teacher, staff and parents as needed. These services must be clearly written in the student's Individualized Education Program (IEP), including frequency and duration of the services to the student. (CCR Title 5 §3051.16 & 3051.18).

☑ 710–Specialized Deaf and Hard of Hearing Services ☐ *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. (CCR Title 5 §3051.16 and 3051.18).

☐ 715–Interpreter Services ■ *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.

This service has been adopted by the Yuba County SELPA. However, it is currently not in use per member LEA IEPs.

Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter.

This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student. (CCR Title 5, §3051.16).

■ 720–Audiological Services ☐ *Service is Not Currently Provided*

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

These services include measurements of acuity, monitoring amplification, as well as planning, organizing, and implementing audiology programs. Consultation services with teachers, parents or speech pathologists must be identified in the Individualized Education Program (IEP) as to reason, frequency and duration of contact; infrequent contact is considered assistance and would not be included. (CCR Title 5 §3051.2).

■ 725–Specialized Vision Services ☐ *Service is Not Currently Provided*

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

This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs, including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills (including alternative modes of reading and writing); social, emotional, career, vocational, and independent living skills.

It may include coordination of other personnel providing services to the students (such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff,

and others) and collaboration with the student's classroom teacher. (CAC Title 5 §3030(d), EC 56364.1).

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

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

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

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

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

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

☐ 740–Specialized Orthopedic Services ☑ *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.

Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment. (CAC Title 5, §3030(e) & 3051.16).

☐ 745–Reader Services ☑ *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.

This service has been adopted by the Yuba County SELPA. However, it is currently not in use per member LEA IEPs.

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

course related reading assignments and may also include recorded materials.

☐ 750–Note Taking Services ■ *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.

This service has been adopted by the Yuba County SELPA. However, it is currently not in use per member LEA IEPs.

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

☐ 755–Transcription Services ■ *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.

This service has been adopted by the Yuba County SELPA. However, it is currently not in use per member LEA IEPs.

☐ 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.

This service has been adopted by the Yuba County SELPA. However, it is currently not in use per member LEA IEPs.

Therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when possible and appropriate, facilitate the pupil's integration into general recreation programs. (CAC Title 5, §3051.15; 20 USC 1401(26(A)(1)) (34 CFR 300.24).

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

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

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

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

☐ *Service is Not Currently Provided*

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

Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work experience, job coaching, development and/or placement, and situational assessment.

This includes career counseling to assist student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions. (Title 5 §3051.14).

☑ 840–Career Awareness

☐ *Service is Not Currently Provided*

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

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

☑ 850–Work Experience Education

☐ *Service is Not Currently Provided*

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

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

☑ 855–Job Coaching

☐ *Service is Not Currently Provided*

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

A service that provides assistance and guidance to an employee who may be experiencing

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

☒ 860–Mentoring ☐ *Service is Not Currently Provided*

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

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

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

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.

This service has been adopted by the Yuba County SELPA. However, it is currently not in use per member LEA IEPs.

Service coordination and case management that facilitates the linkage of individualized

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

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

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.

This service has been adopted by the Yuba County SELPA. However, it is currently not in use per member LEA IEPs.

SELPA: Yuba County SELPA

Fiscal Year: 2026-27

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

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

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

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

☐ 900–Other Related Service ☐ *Service is Not Currently Provided*

+ - Description of the "Other Related Service"

Qualifications of the Provider Delivering "Other Related Service"

Definition of Program Transfer: Information / Action Item

- SP.029 Regional Program Transfer Policy

Regional Program Transfer Policy

Approved by Superintendents' Council 6/20/11
Amended by Superintendents' Council - 02/25/13
Amended by Superintendents' Council - 09/18/21

The Superintendents' Council shall base its review of a Program Transfer to ensure all requirements have been met by a local education agency (LEA) on conformity of the request to the mission of the Yuba CountySELPA, through fairness, equity and support to the Community of LEAs. According to Education Code Section 56207, so long as certain conditions and timelines are properly observed, special education programs may be transferred from the county offices of education to school districts, from school districts to county offices of education, and from one school district to another. For the purposes of this policy, programs may also be transferred to charter schools that have been grantedLEA status.

Definition of a Formal Program Transfer

According to the California State Department of Education (CDE) memorandum of April 7, 1999, "a programchange is presumptively considered a program transfer when all three of the following criteria are met:

1. The proposed change involves a change in the LEA of service – the movement of students from oneservice provider (LEA) to another (Memo 13-08).

2. The change involves the movement of funding locally from one service provider (LEA) to another. The transfer of funds could be accomplished through an agreement between LEAS or through the allocation plan developed by the SELPA pursuant to Section 56195.7(I) and Section 56836.05, as applicable.

   [*Comment: Since all special education dollars are allocated directly to the districts under the current special education funding allocation plan, there are no longer any direct transfer of funds from YCOE to districts. To maintain the integrity and intent of the program transfer process, and because of the financial impacts involved, this criteria shall be considered automatically met when a program transfers from YCOE to districts, from districts to YCOE, and when a program transfers from a district to another district.]*

3. The change must involve one or more employees who would be affected by the provisions of Education Code 44903.7 (attached) and Education Code 45120.2 (attached). Section 44903.7 establishes the right of certificated employees to retain employment if their assignment moves toanother LEA. Section 45120.2 establishes similar rights for classified employees."

The preceding definition is intended to be presumptive, not conclusive. Rare situations may occur which may not meet the three-step test above, but which are, in fact, program transfers. Other situations may meet the definition and yet not constitute a permanent transfer of a program.

A program transfer process is not required when students who are served in a program matriculate and return to their district due to a requirement of the IEP process, however the IEP process shall not be utilized to circumvent the program transfer procedures and timelines.

Section 44903.7 and Section 45120.2 state that any employee, certificated or classified, who is performing service for one employer, is terminated, reassigned, or transferred, or becomes the employee of another employer because of the reorganization of special education program, the employee shall be entitled to . . .[certain rights].(Attached) It is possible for a special education "reorganization" to occur that does not require the program transfer to be met. However, the employee rights outlined in Sections 44903.7 and 45120.2 would still apply. In addition to the three criteria for a program transfer above as identified by CDE, the formal program transfer process applies only in the following situations:

1. The transfer of an intact, identifiable class or activity which would result in the creation of a certificated and/or classified position by the receiving program operator and a reduction of a certificated and/or classified position by the sending program operator. These students must beresidents of the district or region to which the program will be transferred.

2. The transfer of students from several programs and/or services combined to form an intact, identifiable class or a full inclusion caseload which would result in the creation of a certificated and/orclassified position by the receiving operator. These students must be residents of the district or region to which the program will be transferred.

A program transfer process is not required when students who are served in program matriculate and return to their district via the IEP process.

(Education Code 56207 states that "no educational programs and services already in operation in school districts or a county office of education pursuant to Part 30 (commencing with Section 56000) shall be transferred to another school district or a county office of education or from a county office of education to a school district unless the special education local plan has developed a plan for the transfer which addresses,at a minimum, all of the following:

1. Pupil needs;
2. The availability of the full continuum of services to affected pupils;
3. The functional continuation of the current individualized education programs of all affected pupils;
4. The provision of services in the least restrictive environment from which affected pupils can benefit;
5. The maintenance of all appropriate support services;
6. The assurance that there will be compliance with all federal and state laws and regulations and specialeducation local plan policies; and
7. The means through which parents and staff were represented in the planning process.

Appeal to CDE to Resolve Questions on Program Transfers

Because of ambiguities in the definition of a program transfer, the CDE will allow any LEA or parent to request, in writing, for the Department to undertake a determination whether a proposed change constitutesa program transfer. All clarification requests should be signed by one or both LEA superintendents and a copy should be forwarded to the SELPA Administrator. Requests will then be forwarded to the Division Director of Special Education Department. The Department will make a determination within 60 days and issue a public opinion in writing to the relevant LEA(s) and SELPA.

Program/Service Standards

In order to assure program and service continuity and quality, the receiving LEA agrees to maintain the standard of program or services delivery provided by the sending LEA in accordance with the Education Code. LEAs may only change the nature of the program if they can continue to implement the IEPs of the students affected by the program transfer. The receiving LEA agrees to operate the program and services for at least three years unless a shorter timeline is agreed to by the Superintendents' Council.

Special Considerations

- Programs may be transferred in increments of more or less than 1.0 FTE.
- It is assumed that the receiving district will continue to serve the same district students currently served by the program. Changes in the number of students served may result in a commensurateadjustment in the amount of FTE to be transferred.
- The effect of the transfer of any program on the service delivery of services to students from small and/or dependent school districts must be considered. This is to ensure availability of the full continuum of services to effected students.
- The SELPA may consider any other factors, which are deemed relevant to the proposed program transfer, such as LEA identification rates, impact on transportation, etc. The primary consideration,however, must be to provide service to all identified students within the SELPA regardless of their district of residence by qualified personnel under IDEA.

LEA Responsibilities When Operating Regional Programs

The SELPA assures services to special education students by offering centralized and regionalized programs and services provided by member LEAs. When an LEA requests a program transfer to operate a regional program, the SELPA will ensure there remains a continuum and/or provision of services to studentsoutside the LEA's attendance area.

Requests to relinquish programs must be submitted in writing to the SELPA office. The SELPA administrator will forward requests to the Superintendents' Council for consideration. Until another LEA agrees to operate the program and services, it will remain the responsibility of the current LEA. Any action to transfer the program and services will follow the procedures and timelines outlined in the Education Code and this policy.

Facilities, Materials and Equipment

Facilities, materials, and equipment purchased by the sending LEA for the program being transferred will be considered in a manner which is not detrimental to either the sending or receiving LEA. Any material or equipment purchased with Low Incidence funds is the property of the CDE and will remain with the student.

Student Records

When the transfer of a program has occurred, the sending and receiving LEAs will develop a plan for thetransfer of all student records to the receiving LEA.

Funding

The transfer of funds could be accomplished through an agreement between LEAs or through the current SELPA allocation plan. Yuba County SELPA allocates funds based on current year revenue and prior year pupil count. Details of this plan are contained in the Yuba County SELPA Allocation Plan.

If the Program Transfer includes a preschool program, any preschool grants will be prorated on a per pupil bases and the funds will be transferred to the receiving LEA.

The sending LEA will identify the students who will be included in the program transfer

based on the prior year Fall 1 Census Day Pupil Count. These students and their identified services will be allocated to the receiving LEA on the SELPA Duplicated Pupil Services Distribution Chart (AB 602 Allocation Plan) for the upcoming budget year.

Dispute Resolution

If either the sending or receiving LEA disagrees with the proposed transfer, the matter shall be resolved by the dispute resolution process established in accordance with Education Code Section 56205 and the YubaCounty SELPA Local Plan Dispute Resolution Process.

Program Transfer

The timelines for submitting and processing transfer requests will vary depending on whether the LEA is requesting a program transfer using the standard process or the accelerated process. The standard process program transfer requests will not take effect before the first day of the second fiscal year following the year in which the request is filed with Yuba County SELPA. The accelerated transfer process requestsmay take place as early as the first day of the fiscal year following the year in which the request is filed with the SELPA Administrator. (See Ed. Code 56207 and SELPA Timeline Flow Chart).

An LEA considering a program transfer shall notify the SELPA Administrator in writing of its intent: Standard Process by March 1 (Standard Timeline Flowchart and SELPA Written Intent of Transfer), Accelerated Process by September 1 (Accelerated Timeline Flowchart) and SELPA Written Intent ofTransfer. The SELPA Administrator will review the request to determine if the request constitutes a program transfer according to the "Definition of a Program Transfer" outlined in Local Policy and will make a written review and analysis to the Superintendents' Council. All requests for transfers will be decided on a case-by-case basis.

Standard Transfer Process

The LEA requesting the transfer shall submit a Written Intent of Special Education Program Transfer to theSELPA Administrator with a copy to the affected LEA by March 1 (see Standard Timeline Flowchart).

The LEA will also submit to the SELPA Administrator a plan (Transfer Assurances) which addresses all 7 ofthe requirements contained in E.C. Section 56207(a). The Program Transfer Assurances Document and the SELPA Administrator's review and analysis will be reviewed by the Operations Council at their November meeting. The Operations Council and SELPA Administrator will submit their assurances document to the Superintendents' Council for review no later than the February Superintendents' Council meeting following the review of the assurances document, the receiving LEA documents the process to complete all steps outlined in the Program Transfer Assurances Document for submission to the SELPA Administrator by May 1. The SELPA Administrator will present the documentation to the Operations/Superintendents' Council by the May meeting. The receiving LEA will assume operation of the program on July 1.

Any modifications to the LEA's original request must be made in writing to the SELPA office by November 1 or the LEA will have to proceed with the original request or withdraw its request.

Accelerated Transfer Process

The LEA requesting the transfer shall submit a Written Intent of Special Education Program Transfer to the SELPA Administrator with a copy to the affected LEA by September 1 (see Accelerated Flowchart).

The SELPA Administrator will submit a review and analysis to the Operations Council at its

next meeting. The Operations Council and SELPA Administrator will submit a recommendation to the Superintendents' Council at its next public meeting. In order to be eligible for the accelerated transfer process timeline, the following criteria must be met:

1. The Superintendents' Council must unanimously approve the request Ed. Code 56207 (b);
2. There must be adequate time to complete the local planning process and stated approval processes; and
3. There must be adequate time to meet all legally required and locally negotiated timelines regarding personnel notifications.

The LEA will submit to the SELPA Administrator by January 1 of the next school year the Yuba County SELPA Program Transfer Assurances Document which addresses all of the requirements contained in E.C.Section 56207(a). The Program Transfer Assurances Document and the SELPA Administrator's recommendation will be reviewed by the Operations Council at their February meeting. The Operations Council and SELPA Administrator will submit their recommendation to the Superintendents' Council for review and approval no later than the February Superintendents' Council meeting. If approved by the Superintendents' Council, the receiving LEA documents the process to complete all steps as outlined in the Program Transfer Assurances Document for submission to the SELPA Administrator by May 1. The SELPA Administrator will present the documentation to the Operations/Superintendents' Council by the Maymeeting. The receiving LEA will assume operation of the program on July 1.

Final approval will require all the following:

- Signed agreement by the sending LEA;
- Signed agreement by the receiving LEA; and
- Signed agreement by the chairperson of the Superintendents' Council.

Any modifications to the LEA's original request must be made in writing to the SELPA office by November 1 or the LEA will have to proceed with the original request or withdraw its request.

*The timelines for an accelerated transfer process may be waived by unanimous vote of the Superintendents' Council in cases where staff is not affected by the proposed transfer, e.g., retirements,resignations, etc., or provided that there is adequate time to meet the criteria in subsections 1, 2, and 3 above.

Certificated/Classified Employee Transfers

Employee's rights when transferred, terminated, or reassigned as a result of a program transfer are governed by Ed. Code 44903.7(a)-(d) for certificated employees, and Ed. Code 45120.2(a)-(e) for classified employees.

Certificated staff members include special education teachers, speech therapists, and other specialists providing direct service to students. Classified service providers include paraprofessionals, interpreters, Brailist, occupational therapists, and physical therapists, etc.

Determination of the process employee transfers will be coordinated between the sending and receiving LEAs in a timely manner.

PROGRAM TRANSFER FLOW CHART
STANDARD PROCESS
Ed. Code 56207

YEAR (STAGE) ONE

By March 1	Requesting LEA submits a letter of intent to the SELPA Administrator.
April	SELPA Administrator submits his/her review and analysis to the Superintendents' Council and notifies sending and receiving LEAs.
March – January	Sending and receiving LEAs complete Analysis (Program Analysis) and Assurances Document (Program Transfer Assurances)

YEAR (STAGE) TWO

Prior to November 1	Deadline for LEA to withdraw or modify a request to SELPA Administrator.
November	SELPA Administrator presents the receiving LEA's Assurance Document to the Operations Council for information purposes.
By January 1	Submit to SELPA Administrator Analysis (Program Analysis) and Assurances Document (Program Transfer Assurances).
February	SELPA Administrator presents the receiving LEA's documents for review and analysis to the Superintendents' Governance Council.
By March 15	Sending LEA will have completed the staff notification process.
By May	Receiving LEA will complete steps outlined in Assurance Document and submit the document to the SELPA Administrator.

YEAR (STAGE) THREE

July 1	Receiving LEA assumes operation of the program.

PROGRAM TRANSFER FLOW CHART
ACCELERATED PROCESS
Ed Code 56207

YEAR (STAGE) ONE

By September 1	Requesting LEA submits a letter of intent to SELPA Administrator.
September Public Meeting	SELPA Administrator submits the review and analysis to the Superintendents' Council for approval of accelerated process.
September - January	Sending and receiving LEAs complete Analysis (program analysis) and Assurances Document (Program Transfer Assurances).
January 1	Deadline for withdrawing or modifying request.
By January 1	Submit to SELPA Administrator Analysis (program analysis) and Assurances Document (Program Transfer Assurances)
November Operations Council	SELPA Administrator presents the receiving LEA's Assurance Document and a review and analysis to the Operations Council for a recommendation to the Superintendents' Council.
February Superintendents' Council	SELPA Administrator will present receiving LEA's documents, SELPA Administrator review and analysis, and Operations Council recommendation for final approval.
By March 15	Sending LEA will have completed the staff notification process.
By May	Receiving LEA will complete steps outlined in Assurance Document and submit the document to the SELPA Administrator.

YEAR (STAGE) TWO

July 1	Receiving LEA assumes operation of the program.

Procedures and Timelines for Offers of Employment by LEAs to Staff Impacted by Program Transfers

Certificated Staff

1. Receiving districts will make written offers of employment to YCOE certificated staff currently assigned to site by December 1st based on the needs of the District (i.e. number of students to serve etc.).

2. YCOE certificated staff must accept or reject the district's offer within ten (10) calendar days of receipt of the offer.

3. Years of service at YCOE determines placement on the receiving district's salary schedule.

4. Positions not filled by staff currently assigned to the site will be opened to other YCOE certificated employees who are appropriately credentialed and qualified on December 31st.

5. Districts post and advertise positions through YCOE Human Resources department by December 31st. Applications from YCOE employees are accepted through the end of the second week of January.

6. Districts will use their Board-approved screening, interviewing and hiring process.

7. Districts will make written offers of employment to YCOE staff by January 31st.

8. YCOE certificated employees must accept or reject the offer within ten (10) calendar days of receipt of the offer.

9. If necessary, by no later than March 15, the least senior YCOE certificated employees impacted by program transfers will be provided a notice of layoff for the upcoming school year and will retain reemployment rights with YCOE in accordance state law.

Classified Staff

1. Receiving districts will make written offers of employment to YCOE classified employees currently assigned to site by December 1st based on the needs of the District (i.e. number of students to serve etc.).

2. YCOE classified employees must accept or reject the district's offer within ten (10) calendar days of receipt of the offer.

3. Years of service at YCOE determines placement on the receiving district's salary schedule.

4. Positions not filled by staff currently assigned to the site will be opened to other YCOE classified employees who are appropriately qualified (same or similar classifications) on December 31st.

5. Districts post and advertise positions through YCOE Human Resources department by December 31st. Applications from YCOE employees are accepted through Applications from YCOE employees are accepted through the end of the second week of January.

6. Districts will use their Board-approved screening, interviewing, and hiring process.

7. Districts will make written offers of employment to YCOE staff by January 31st.

8. YCOE classified employees must accept or reject the offer within ten (10) calendar days of receipt of the offer.

If necessary, by no later than 60 days prior to the effective date of termination, the least senior YCOE classified employees impacted by program transfers will be provided a notice of layoff for the upcoming school year and will retain reemployment rights with YCOE in accordance state law.

Education Code Transfer of Programs
56207

(a) No educational programs and services already in operation in school districts or a county office of education pursuant to Part 30 (commencing with Section 56000) shall be transferred to another school district or a county office of education or from a county office of education to a school district unless the special education local plan area has developed a plan for the transfer which addresses, at a minimum, all of the following:

(1) Pupil needs.
(2) The availability of the full continuum of services to affected pupils.
(3) The functional continuation of the current individualized education programs of all affected pupils.
(4) The provision of services in the least restrictive environment from which affected pupils can benefit.
(5) The maintenance of all appropriate support services.
(6) The assurance that there will be compliance with all federal and state laws and regulations and special education local plan area policies.
(7) The means through which parents and staff were represented in the planning process.

(b) The date on which the transfer will take effect may be no earlier than the first day of the second fiscal year beginning after the date on which the sending or receiving agency has informed the other agency and the governing body or individual identified in subparagraph (A) of paragraph (12) of subdivision (a) of Section 56205, unless the governing body or individual identified in subparagraph (A) of paragraph (12) of subdivision (a) of Section 56205 unanimously approves the transfer taking effect on the first day of the first fiscal year following that date.

(c) If either the sending or receiving agency disagrees with the proposed transfer, the matter shall be resolved by the alternative resolution process established pursuant to paragraph (5) of subdivision (b) of Section 56205.

(d) Notwithstanding Section 56208, this section shall apply to all special education local plan areas commencing on July 1, 1998, whether or not a special education local plan area has submitted a revised local plan for approval or has an approved revised local plan pursuant to Section 56836.03.

Rights of Certificated and Classified Employees Education (Ed.) Code
Ed. Code 44903.7 covers rights of certificated employees:

44903.7
When a local plan for the education of individuals with exceptional needs is developed or revised pursuant to Chapter 2.5 (commencing with Section 56195) of Part 30, the following provisions shall apply:

(a) Whenever any certificated employee, who is performing service for one employer, is terminated, reassigned, or transferred, or becomes an employee of another employer because of the reorganization of special education programs pursuant to Chapter 797 of the Statutes of 1980, the employee shall be entitled to the following:

> (1) The employee shall retain the seniority date of his or her employment with the district or county office from which he or she was terminated, reassigned, or transferred, in accordance with Section 44847. In the case of termination, permanent employees shall retain the rights specified in Section 44956 or, in the case of probationary employees, Sections 44957 and 44958, with the district or county office initiating the termination pursuant to Section 44955.
> (2) The reassignment, transfer, or new employment caused by the reorganization of special education programs pursuant to Chapter 797 of the Statutes of 1980, shall not affect the seniority or classification of certificated employees already attained in any school district that undergoes the reorganization. These employees shall have the same status with respect to their seniority or classification, with the new employer, including time served as probationary employees. The total number of years served as a certificated employee with the former district or county office shall be credited, year for year, for placement on the salary schedule of the new district or county office.

(b) All certificated employees providing service to individuals with exceptional needs shall be employed by a county office of education or an individual school district. Special education local plan areas or responsible local agencies resulting from local plans for the education of individuals with exceptional needs formulated in accordance with Part 30 (commencing with Section 56000) shall not be considered employers of certificated personnel for purposes of this section.

(c) Subsequent to the reassignment or transfer of any certificated employee as a result of the reorganization of special education programs, pursuant to Chapter 797 of the Statutes of 1980, that employee shall have priority, except as provided in subdivision (d), in being informed of and

in filling certificated positions in special education in the areas in which the employee is certificated within the district or county office by which the certificated employee is then currently employed. This priority shall expire 24 months after the date of reassignment or transfer and may be waived by the employee during that time period.

(d) A certificated employee who has served as a special education teacher in a district or county office and has been terminated from his or her employment by that district or county office pursuant to Section 44955, shall have first priority in being informed of and in filling vacant certificated positions in special education, for which the employee is certificated and was employed, in any other county office or school district that provides the same type of special education programs and services for the pupils previously served by the terminated employee. For a period of 39 months for permanent employees and 24 months for probationary employees from the date of termination, the employee shall have the first priority right to reappointment as provided in this section, if the employee has not attained the age of 65 years before reappointment.

Ed Code 45120.2 covers rights of classified employees:

45120.2
(a) If the development or revision of a local plan for the education of individuals with exceptional needs pursuant to Chapter 2.5 (commencing with Section 56195) of Part 30, results in a classified employee who is performing service for one employer being terminated, reassigned, or transferred, or becoming the employee of another employer because of the reorganization of special education programs, the employee shall retain the seniority acquired at his or her employment with the school district or county office of education from which he or she was terminated, reassigned, or transferred. If terminated, the employee retains the rights specified in Sections 45115, 45117, and 45119.

(b) The reassignment of an employee, transfer of an employee, or new employment of an employee caused by the reorganization of special education programs does not affect the seniority or classification that a classified employee already attained in any school district that undergoes the reorganization. The employee has the same status with respect to his or her seniority or classification, with the new employer, including time served as a probationary employee. The total number of years served as a classified employee with the former school district or county office shall be credited, year for year, for placement on the salary schedule of the new school district or county office.

(c) If a local plan for the education of individuals with exceptional needs is developed or revised pursuant to Chapter 2.5 (commencing with Section 56195) of Part 30, all classified employees shall be employed by a county office of education or an individual school district.

(d) A classified employee who is reassigned or transferred as a result of the reorganization of special education programs has priority, except as provided in subdivision (e), in being informed of and in filling classified positions in the classifications in which the employee was employed before the reassignment or transfer. This priority expires 24 months after the date of reassignment or transfer and may be waived by the employee during that time period.

(e) A classified employee who served in a special education program in a school district or county office and is terminated from his or her employment by that school district or county office pursuant to Section 45114 as a result of the reorganization of a special education program has first priority in being informed of and in filling vacant classified positions for which the employee is qualified or was employed, in the county office or school district that operates the reorganized special education program. Permanent employees have the first priority right to reappointment as provided in this section for 39 months from the date of termination.

Probationary employees have the first priority right to reappointment as provided in this section for 24 months from the date of termination.

Legal References:

Education Code Sections 44903.7, 44955, 45114, 45120.2, 56205, 56207, 56195, 56208, 56836.03

Yuba County Special Education Local Plan Area

WRITTEN INTENT OF SPECIAL EDUCATION PROGRAM TRANSFER

Timelines: Standard Process - Due to SELPA by March 1st

Accelerated Process - Due to SELPA by September 1st *

**Can be changed with Superintendents' Council Approval*

Part I: Identification – Education Code (EC) 56207

LEA Submitting Request: _____

1. Receiving LEA: _____
2. Sending LEA: _____
3. Date of Request: _____
4. Standard Program Transfer ☐ Accelerated Program Transfer ☐
5. Effective Date of Transfer: _____

Part II: List type of programs and/or services requested to be transferred

A. Description of Program/Services: _____

_____

_____

_____

B. If a partial transfer of program/class or activity is being requested, please list type of program and/or services that the LEA will be contracting with another LEA or agency. Please list the name of the LEA, the SELPA that the LEA is a member of and/or the name of the agency. If not, please indicate when the contracting requirements will be completed.

_____

_____

_____

_____

Definition of Program Transfer

According to the California State Department of Education (CDE) Memorandum of Understanding dated April 7, 1999, *"a program change is presumptively considered a program transfer when all three of the following criteria are met.":*

1. The proposed change involves a change in the LEA of service – the movement of students from one service provider (LEA) to another.

☐ YES ☐ NO

2. The change involves the movement of funding locally from one service provider (LEA) to another.

☐ YES ☐ NO

3. The change must involve one or more employees who would be affected by the provisions of Education Code 44903.7 Education and Education Code 45120.2. Section 44903.7 establishes the right of certificated employees to retain employment if their assignment moves to another LEA. Section 45120.2 establishes similar rights for classified employees. Section 44903.7 and Section 45120.2 state that any employee, certificated or classified, who is performing service for one employer, is terminated, reassigned, or transferred, or becomes the employee of another employer because of the reorganization of special education program, the employee shall be entitled to . . . [certain rights].

☐ YES ☐ NO

In addition to the three criteria for a program transfer as identified by CDE, the program transfer process applies only in the following situations:

4. The transfer of an intact, identifiable class or activity which results in the creation of a certificated and or classified position by the receiving program/**service** operator and a reduction of a certificated and or classified position by the sending program/**service** operator. These students must be residents of the district/region to which the program will be transferred.

☐ YES ☐ NO

5. The transfer of students from several classes combined to form an intact, identifiable class or a full inclusion caseload which results in the creation of a certificated and/or classified position by the receiving program/**service** operator and a reduction of a certificated and/or classified position by the sending program/**service** operator. These students must be residents of the district/region to which the program will be transferred.

☐ YES ☐ NO

_____

_____

6. The current LEA of service has been notified of this request.

☐ YES ☐ NO

The current LEA Superintendent and Special Education Administrator have been sent a copy of this request on _____ (Date)

_____ _____

LEA Superintendent Submitting Intent LEA Director of Special Education

For SELPA Administrator Use Only	**Date Reviewed:**

Program Transfer Procedural Safeguards Documentation and Checklist

The purpose of the procedural safeguards documentation and checklist is a written record of the receiving LEA's compliance with Section 56207(a), and the Yuba County SELPA Program Transfer Policy and Administration Regulation.

The receiving LEA is to provide a detailed written narrative which reflects the process and steps implemented in the program transfer process. Each section of the assurances is to address the effect of the proposed transfer on both the students being transferred and students remaining in the current services, if any students are remaining. The Program Transfer Procedural Safeguards Document and Checklist must be submitted to the Yuba County SELPA and reviewed by Superintendents' Governance Council subsequent to implementation of the program transfer. The approval of the Program Safeguards Document and Checklist by the Superintendents' Coordinating Council will serve as notification to the receiving LEA that the program transfer process has been completed with appropriate procedural safeguards and the program transfer process moves to the implementation stage.

Section 56207(a)

☐ 1. Pupil needs. A description of required services and other descriptive information regarding the students affected by the change.

☐ 2. The functional continuation of the current individualized education plans of all affected students.
Section 56207(a)(1) and (3) – pupil needs and the continuation of the current individualized education program for all affected students. If the proposed transfer involves a change in personnel or the site of service, please provide a detailed plan focusing on the following areas. Respond to examples only where applicable.

a. Personnel - Examples include:
   - The number (FTEs) and qualifications of certificated and classified staff (both direct and support staff) involved in program transfer for both sending and receiving LEAs;
   - The continuation of assessments, either standardized or alternate, that will be used to measure pupil progress.

b. Materials and Equipment - examples may include:
   - The process used for the division of materials and/or equipment;
   - The continuation of appropriate transportation services;
   - The transfer of assistive technology or low-incidence equipment.

c. Facilities - examples include:
   - The analysis of the facilities and any transfers if facilities will be part of the program transfer.

d. Services from Non-educational Agencies

☐ 3. The availability of a full continuum of services to affected students

describing how the students will be ensured a free and appropriate program and what physical changes are to occur when the transfers are made.

☐ 4. The provision of services in the least restrictive environment from which the affected students can benefit.

- Section 56207(a)(2) and (4) – the availability of the full continuum of program placements and services for all affected students and the provision of services in the least restrictive environment from which pupils can benefit. If the proposed transfer involves a change in personnel or the site of service, please provide a detailed plan focusing on the following areas. Respond to examples only where applicable.

a. Contingency plans for providing placements or services other than those called for in the IEPs of current pupils. Examples include:
   - Specific regional programs or nonpublic schools that will be available to serve students who cannot be served by the proposed program or service configuration;
   - Opportunities for participation in the general education class and curriculum, if such participation were required by a student's IEP.

b. Information regarding the transfer of materials and equipment if this is a consideration. If the proposed transfer involves students with low incidence disabilities, the receiving LEA needs to address issues as outlined in California Department of Education's Program Guideline for the relevant disability category.

☐ 5. The maintenance of all appropriate support services.

- Section 56207(a)(5) – the maintenance of all appropriate support services. If the proposed transfer involves a change in personnel or the site of service, please provide a detailed plan focusing on the following areas. Respond to examples only where applicable.

a. Number (FTEs), qualifications, and experience of support staff. Examples include:
   - Psychologists
   - Program specialists

b. Availability of other support services. Examples include:
   - Financial services
   - Administrative support

☐ 6. Adherence to all state laws and regulations and special education local plan area policies. Describe the process or implementation to federal, state laws and regulations and the Yuba County SELPA policies and administrative regulations.

☐ 7. Describe the representation of parents and staff in the planning process.

- Section 56207(a)(7) – the involvement and representation of parents of all affected students and staff in the planning process. If

the proposed transfer involves a change in personnel or the site of service, please provide a detailed plan focusing on the following areas. Respond to examples only where applicable.

a. Involvement of parents. Examples include:
   - The number of public meetings to which parents were invited and attended;
   - The number of parents attending meetings;
   - How and to whom invitations were transmitted;
   - Evidence (such as minutes or agendas) that the information requested in numbers 1, 2, and 3 were discussed during those meetings;

b. Involvement of staff. Examples include:
   - Special and non-special education staff (such as teachers, administrators, and classified staff) that might be affected by the transfer in the planning process.

☐ 8. IEP team meetings have been held for each affected student and IEPs have been completed reflecting the new program operator and any change in program configuration.

☐ 9. Inter-agency agreements have been completed with all appropriate non-educational agencies. Signing this document is an affirmation that this process has been completed and assures that agreements are in place for students to receive services specified in their IEPs that are the responsibility of non-educational agencies.

☐ 10. Each LEA has complied with provisions of the Education Code, relating to the rights of employees affected by the transfer.

YUBA COUNTY SELPA

Local Education Agency
Program Transfer Assurances Documentation

Local Education Agency: _____ Date: _____

Program Transfer Request(s):

1. _____

2. _____

3. _____

4. _____

California Education Code 56207 states that, "No educational programs and services already in operation in school districts or a county office of education pursuant to Part 30 (commencing with Section 56000) shall be transferred to another school district or a county office of education or from a county office of education to a school district unless the special education local plan has developed a plan for the transfer which addresses, at a minimum, all of the following:

1. Pupil needs;
2. The availability of the full continuum of services to affected pupils;
3. The functional continuation of the current individualized education programs of all affected pupils;
4. The provision of services in the least restrictive environment from which affected pupils can benefit;
5. The maintenance of all appropriate support services;
6. The assurance that there will be compliance with all federal and state laws and regulations and special education local plan policies;
7. The means through which parents and staff were represented in the planning process."

In accordance with the Yuba County SELPA Program Transfer Policy and Procedures, the Local Education Agency (LEA) is to submit to the SELPA Director a plan (Program Transfer Assurances Documentation) which addresses all seven of the requirements contained in E.C. Section 56207(a). The Program Transfer Assurances document and the SELPA Director's review and analysis will be reviewed by the Operations Council at the November meeting.

Please describe the LEA's plan to address all seven required program transfer assurances:

1. Pupil needs:
   - Direct Instruction _____
   - Related Services _____
   - Equipment _____
   - Facilities (List facilities available to house students involved in the program transfer) _____

2. The availability of the full continuum of services to affected pupils: _____

   _____

   - How is the LEA planning for services not currently required by an IEP? _____

     _____

   - What is the referral procedure for new students? _____

     _____

3. The functional continuation of the current individualized education programs of all affected pupils: _____

4. The provision of services in the least restrictive environment from which affected pupils can benefit: _____

5. The maintenance of all appropriate support services:
   - # of FTEs: _____
   - FTE qualifications: _____
   - Support staff experience (nursing services, specialized health care, etc.) _____

     _____

   - Availability of other support services (e.g., administrative support) _____
   - Staff development plan _____

6. The compliance with all federal and state laws and regulations and special education local plan policies: _____

7. The means through which parents and staff are represented in the planning process:
   - Involvement of Parents: _____
   - Involvement of Staff: _____

8. Additional comments for consideration: _____

I hereby attest that the sending Local Education Agency, _____, has addressed all seven documented assurances in accordance with the Yuba County SELPA Program Transfer Policy and Procedures.

_____ _____
Local Education Agency Superintendent Date

I hereby attest that the receiving Local Education Agency, _____, has addressed all seven documented assurances in accordance with the Yuba County SELPA Program Transfer Policy and Procedures.

_____ _____
Local Education Agency Superintendent Date

The Yuba County SELPA has reviewed and analyzed the submitted required program transfer assurances documentation provided by the local education agency.

_____ _____
Yuba County SELPA Director Date

Amended by SELPA Governance Council 9.18.2021

935 14th St. Marysville, CA 95901 (530) 749-4873

Marysville Joint Unified Request for Accelerated Program Transfer: Information / Action Item

- MJUSD Written Intent of Special Education Program Transfer - Accelerated Process

Yuba County Special Education Local Plan Area

WRITTEN INTENT OF SPECIAL EDUCATION PROGRAM TRANSFER

Timelines: Standard Process - Due to SELPA by March 1st

Accelerated Process - Due to SELPA by September 1st *

**Can be changed with Superintendents' Council Approval*

Part I: Identification – Education Code (EC) 56207

LEA Submitting Request: Yuba County Office of Education/Marysville Joint Unified School District

1. Receiving LEA: Marysville Joint Unified School District (MJUSD District)
2. Sending LEA: Yuba County Office of Education (YCOE:County)
3. Date of Request: May 27, 2026
4. Standard Program Transfer ☐ Accelerated Program Transfer ■
5. Effective Date of Transfer: July 1, 2026

Part II: List type of programs and/or services requested to be transferred

A. Description of Program/Services: Kindergarten (K) Extensive Support Needs (ESN) students currently served by MJUSD preschool program will continue to be MJUSD students. Some students may be referred to the county programs as their needs may be severe and need the additional supports.

B. If a partial transfer of program/class or activity is being requested, please list type of program and/or services that the LEA will be contracting with another LEA or agency. Please list the name of the LEA, the SELPA that the LEA is a member of and/or the name of the agency. If not, please indicate when the contracting requirements will be completed.

2026/2027 school year kindergarten eligible students only. Each school year another grade level of students will be added to the transfer

Definition of Program Transfer

According to the California State Department of Education (CDE) Memorandum of Understanding dated April 7, 1999, *"a program change is presumptively considered a program transfer when all three of the following criteria are met.":*

1. The proposed change involves a change in the LEA of service – the movement of students from one service provider (LEA) to another.

☒ xx YES ☐ NO

ESN students entering K will continue to be served by MJUSD. Some students may be referred to the County Programs when necessary to meet their IEP needs.

2. The change involves the movement of funding locally from one service provider (LEA) to another.

☒ xx YES ☐ NO

Potential billback to the District by the County may be affected (reduced) due to the District continuing to serve their students.

3. The change must involve one or more employees who would be affected by the provisions of Education Code 44903.7 Education and Education Code 45120.2. Section 44903.7 establishes the right of certificated employees to retain employment if their assignment moves to another LEA. Section 45120.2 establishes similar rights for classified employees. Section 44903.7 and Section 45120.2 state that any employee, certificated or classified, who is performing service for one employer, is terminated, reassigned, or transferred, or becomes the employee of another employer because of the reorganization of special education program, the employee shall be entitled to . . . [certain rights].

☒ xx YES ☐ NO

County reports 1 teacher will likely need to be re-assigned within the county. MJUSD will need to add additional (3) teachers.

In addition to the three criteria for a program transfer as identified by CDE, the program transfer process applies only in the following situations:

4. The transfer of an intact, identifiable class or activity which results in the creation of a certificated and or classified position by the receiving program/**service** operator and a reduction of a certificated and or classified position by the sending program/**service** operator. These students must be residents of the district/region to which the program will be transferred.

☒ xx YES ☐ NO

Current preschool students served by MJUSD preschool program will continue to be served by MJUSD upon entering K, instead of by YCOE as current practice

5. The transfer of students from several classes combined to form an intact, identifiable class or a full inclusion caseload which results in the creation of a certificated and/or classified position by the receiving program/**service** operator and a reduction of a certificated and/or classified position by the sending program/**service** operator. These students must be residents of the district/region to which the program will be transferred.

☒ xx YES ☐ NO

The District, by continuing to serve the students will create 3 classrooms and corresponding (classified) staff. Additional related service providers may be necessary additionally.

6. The current LEA of service has been notified of this request.

☒ xx YES ☐ NO

The current LEA Superintendent and Special Education Administrator have been sent a copy of this request on May 21, 2026

Jordan Reeves
LEA Superintendent Submitting Intent

Rusty Gordon
LEA Director of Spe Education

Rusty Gordon
2026-05-21 16:21:26

Jordan Reeves

For SELPA Administrator Use Only	**Date Reviewed:**

Program Transfer Procedural Safeguards Documentation and Checklist

The purpose of the procedural safeguards documentation and checklist is a written record of the receiving LEA's compliance with Section 56207(a), and the Yuba County SELPA Program Transfer Policy and Administration Regulation.

The receiving LEA is to provide a detailed written narrative which reflects the process and steps implemented in the program transfer process. Each section of the assurances is to address the effect of the proposed transfer on both the students being transferred and students remaining in the current services, if any students are remaining. The Program Transfer Procedural Safeguards Document and Checklist must be submitted to the Yuba County SELPA and reviewed by Superintendents' Governance Council subsequent to implementation of the program transfer. The approval of the Program Safeguards Document and Checklist by the Superintendents' Coordinating Council will serve as notification to the receiving LEA that the program transfer process has been completed with appropriate procedural safeguards and the program transfer process moves to the implementation stage.

Section 56207(a)

☒ 1. Pupil needs. A description of required services and other descriptive information regarding the students affected by the change.

☒ 2. The functional continuation of the current individualized education plans of all affected students.
Section 56207(a)(1) and (3) – pupil needs and the continuation of the current individualized education program for all affected students. If the proposed transfer involves a change in personnel or the site of service, please provide a detailed plan focusing on the following areas. Respond to examples only where applicable.

a. Personnel - Examples include:
   - The number (FTEs) and qualifications of certificated and classified staff (both direct and support staff) involved in program transfer for both sending and receiving LEAs;
   - The continuation of assessments, either standardized or alternate, that will be used to measure pupil progress.

b. Materials and Equipment - examples may include:
   - The process used for the division of materials and/or equipment;
   - The continuation of appropriate transportation services;
   - The transfer of assistive technology or low-incidence equipment.

c. Facilities - examples include:
   - The analysis of the facilities and any transfers if facilities will be part of the program transfer.

d. Services from Non-educational Agencies

☒ 3. The availability of a full continuum of services to affected students

describing how the students will be ensured a free and appropriate program and what physical changes are to occur when the transfers are made.

☒ 4. The provision of services in the least restrictive environment from which the affected students can benefit.

- Section 56207(a)(2) and (4) – the availability of the full continuum of program placements and services for all affected students and the provision of services in the least restrictive environment from which pupils can benefit. If the proposed transfer involves a change in personnel or the site of service, please provide a detailed plan focusing on the following areas. Respond to examples only where applicable.

a. Contingency plans for providing placements or services other than those called for in the IEPs of current pupils. Examples include:
   - Specific regional programs or nonpublic schools that will be available to serve students who cannot be served by the proposed program or service configuration;
   - Opportunities for participation in the general education class and curriculum, if such participation were required by a student's IEP.

b. Information regarding the transfer of materials and equipment if this is a consideration. If the proposed transfer involves students with low incidence disabilities, the receiving LEA needs to address issues as outlined in California Department of Education's Program Guideline for the relevant disability category.

☒ 5. The maintenance of all appropriate support services.

- Section 56207(a)(5) – the maintenance of all appropriate support services. If the proposed transfer involves a change in personnel or the site of service, please provide a detailed plan focusing on the following areas. Respond to examples only where applicable.

a. Number (FTEs), qualifications, and experience of support staff. Examples include:
   - Psychologists
   - Program specialists

b. Availability of other support services. Examples include:
   - Financial services
   - Administrative support

☒ 6. Adherence to all state laws and regulations and special education local plan area policies. Describe the process or implementation to federal, state laws and regulations and the Yuba County SELPA policies and administrative regulations.

☒ 7. Describe the representation of parents and staff in the planning process.

- Section 56207(a)(7) – the involvement and representation of parents of all affected students and staff in the planning process. If

the proposed transfer involves a change in personnel or the site of service, please provide a detailed plan focusing on the following areas. Respond to examples only where applicable.

a. Involvement of parents. Examples include:
   - The number of public meetings to which parents were invited and attended;
   - The number of parents attending meetings;
   - How and to whom invitations were transmitted;
   - Evidence (such as minutes or agendas) that the information requested in numbers 1, 2, and 3 were discussed during those meetings;

b. Involvement of staff. Examples include:
   - Special and non-special education staff (such as teachers, administrators, and classified staff) that might be affected by the transfer in the planning process.

☒ 8. IEP team meetings have been held for each affected student and IEPs have been completed reflecting the new program operator and any change in program configuration.

☒ 9. Inter-agency agreements have been completed with all appropriate non-educational agencies. Signing this document is an affirmation that this process has been completed and assures that agreements are in place for students to receive services specified in their IEPs that are the responsibility of non-educational agencies.

☒ 10. Each LEA has complied with provisions of the Education Code, relating to the rights of employees affected by the transfer.

YUBA COUNTY SELPA

Local Education Agency
Program Transfer Assurances Documentation

Local Education Agency: Marysville Joint Unified School District Date: May 27, 2026

Program Transfer Request(s):

1. *MJUSD requests the transfer of Special Education Services and Programs from YCOE. Incoming ESN Kindergarten students will be served by MJUSD for the 2026-2027 school year and beyond.. MJSUD will provide related service providers to support the students' needs, such as Speech/Language services, adaptive physical education, nursing, behavior intervention, counseling, visual impairment, orientation/mobility, sign language interpreter, physical therapy, and occupational therapy. The County reports that none of their service providers will be affected by this request.*

California Education Code 56207 states that, "No educational programs and services already in operation in school districts or a county office of education pursuant to Part 30 (commencing with Section 56000) shall be transferred to another school district or a county office of education or from a county office of education to a school district unless the special education local plan has developed a plan for the transfer which addresses, at a minimum, all of the following:

1. Pupil needs;
2. The availability of the full continuum of services to affected pupils;
3. The functional continuation of the current individualized education programs of all affected pupils;
4. The provision of services in the least restrictive environment from which affected pupils can benefit.
5. The maintenance of all appropriate support services;
6. The assurance that there will be compliance with all federal and state laws and regulations and special education local plan policies;
7. The means through which parents and staff were represented in the planning process."

In accordance with the Yuba County SELPA Program Transfer Policy and Procedures, the Local Education Agency (LEA) is to submit to the SELPA Director a plan (Program Transfer Assurances Documentation) which addresses all seven of the requirements contained in E.C. Section 56207(a). The Program Transfer Assurances document and the SELPA Director's review and analysis will be reviewed by the Operations Council at the November meeting.

Please describe the LEA's plan to address all seven required program transfer assurances.

YUBA COUNTY SELPA

Local Education Agency
Program Transfer Assurances Documentation

1. Pupil Needs

- Direct Instruction *Students will continue to receive all services as required in their current Individual Education Program (IEP) in the least restrictive environment.*
- Related Services *Students will continue to be provided all required supports, including related services, pursuant to their IEPs. All required services will be provided by qualified support staff with the appropriate training and administrative support.*
- Equipment *All low-incidence equipment will remain with the student. The current regionalized service provider will conduct an inventory of equipment to determine which equipment stays with the program being transferred. The receiving LEA has allocated funds in the budget to purchase the required equipment.*
- Facilities (List facilities available to house students involved in the program transfer) *Outlined below are facilities by school available to house the students involved in the program transfer.*
- *MJUSD has developed a phased implementation plan to ensure uninterrupted continuation of all IEP services beginning July 1, 2026. Students currently receiving ESN services through YCE will continue to receive comparable or increased levels of specialized academic instruction, behavioral supports, related services, health supports, communication systems, and inclusion opportunities. Staffing ratios, behavior intervention supports, sensory regulation supports, toileting assistance, adaptive equipment, and crisis response systems will be maintained consistent with student IEPs and Individual needs.*

Current School Sites	Available Facilities
YCOE Ella Elementary	*One classroom at Ella Elementary*
YCOE Goldfields Classrooms	*One classroom at Olivehurst Elementary*
No YCOE at this site	*One classroom at Covillaud Elementary*

2. The availability of the full continuum of services to affected pupils: The full continuum of services will continue for affected pupils as dictated by their IEPs.
   - How is the LEA planning for services not currently required by an IEP? *MJUSD will contract as needed with agencies or LEA's for special education programs and/or specialized services not currently provided by MJUSD employees.*

- What is the referral procedure for new students? *The LEA will use the Level 2 Process as it is currently written.*

3. The functional continuation of the current individualized education programs of all affected pupils: *Plan to implement the IEPs as written.*

4. The provision of services in the least restrictive environment from which affected pupils can benefit: *Services as written in IEP's will be provided in the least restrictive environment.*
5. The maintenance of all appropriate support services:

YUBA COUNTY SELPA

Local Education Agency
Program Transfer Assurances Documentation

Staff Description	Total # of FTE YCOE	Total # FTE 26-27 MJUSD
Special Ed Teacher	**3 FTE**	**3 FTE**
Paraprofessional	**9 positions**	**9 positions**
Occupational Therapist	**Not Affected**	**.2**
Nurse	**Not Affected**	**.12**
Adaptive Physical Education	**Not affected**	**.2**

- # of FTEs:See chart above
- FTE qualifications: Appropriate credentials and experience
- Support staff experience (nursing services, specialized health care, etc.) *See Chart above*
- Availability of other support services (e.g., administrative support) Administrative support will provided by site administration and current district special education support staff.
- Staff development plan MJUSD will support PD needs (Crisis Prevention Institute (CPI), Conscious Discipline, PBIS, inclusion training (SIP Coaches), curriculum training (Unique). MJUSD will arrange for orientation/articulation meetings between YCOE & MJUSD staff to ensure smooth transition and planning for student needs.

6. The compliance with all federal and state laws and regulations and special education local plan policies: *MJUSD plans to implement and be in compliance with all federal, state and local laws and policies within the SELPA.*

7. The means through which parents and staff are represented in the planning process:
   - Involvement of Parents: Continuing students and families will be informed in their transition planning meetings for the 2026-2027 school year. MJUSD will also provide informational letters to parents. Currently the LEA is making Offers of Services without identifying site or providers. Additional meetings will be held with parents as necessary to discuss location and service providers.
   - Involvement of Staff: MJUSD conducted collaborative planning meetings with certificated staff, classified staff, bargaining unit representatives, administrators, and families to review transition timelines, staffing structures, student supports, transportation, related services, and inclusion opportunities.
   - Meetings were held on the following dates and for the identified positions.

YUBA COUNTY SELPA

Local Education Agency
Program Transfer Assurances Documentation

Date of Meeting	Participants
2/26/26	*Meeting with MJUSD & YCOE stakeholder groups*
5/26/2026	*Meeting with CSEA unit*
5/22/2026	*Meeting with MUTA unit*
February 12, 2026	*Meeting with YCOE leadership*
TBD June 2026	*Meeting with YCOE labor union*

8. Additional comments for consideration: MJUSD looks forward to following and supporting the inclusive vision of nurturing all children with and without special needs in safe, inclusive and supportive environments through education, therapeutic intervention and community acceptance.

9. Least Restrictive Environment: The transfer supports increased access to neighborhood schools and age-appropriate peer interaction opportunities while maintaining individualized supports required by student IEPs. Students will have expanded opportunities for participation in general education environments, school-wide activities, electives, recess, assemblies, and inclusion-based instructional activities to the maximum extent appropriate

10. Staffing plan and Readiness: MJUSD has allocated staffing within the 2026-2027 budget to support three ESN kindergarten classrooms and associate paraprofessional staffing. Recruitment efforts began in spring 2026 and include outreach to credentialed Moderate/Severe Education Specialists and classified para-professionals with CPI and specialized behavioral support experience.

11. Procedures: Fiscal & Operational Sustainability: The proposed transfer creates a more seamless continuum of services for MJUSD resident students currently served within MJUSD preschool programs, reducing unnecessary transitions between agencies and increasing continuity for students and families.

I hereby attest that the Local Education Agency, **Marysville Joint Unified School District**, has addressed all seven documented assurances in accordance with the Yuba County SELPA Program Transfer Policy and Procedures.

Jordan Reeves — 5-21-26

Jordan Reeves
Local Education Agency Superintendent
Date

The Yuba County SELPA has reviewed and analyzed the submitted required program transfer assurances documentation provided by the local education agency.

Kristen Nottle-Powell
Yuba County SELPA
Director
Date

Yuba County Teacher Consortium Update: Information Item

- 6 Successful Teacher Residency Applicants - 3 special education, 3 multiple subject.
- Next step - Samantha Chan to connect with MJUSD, PLESD & WESD re school site and mentor teacher placement, hiring of resident teachers.

SELPA Finance: Information Item

- May 2026 SELPA Finance Report
- Governor's May Revise - Full Budget Summary - TK-12 Education
- Projected 2026-27 SELPA Revenue and Excess Cost

SELPA ADMINISTRATORS OF CALIFORNIA

Finance Committee
April 2026
Prior Finance Reports

SELPA Finance Committee Resources
SELPA Finance Committee Report Summaries

Updates and Reminders

- Infant Reallocation and Growth Report
  - The Infant Reallocation and Growth Report was released by CDE for 2025-26. Notification of this was sent through SPECEDINFOSHARE on 3/25/26. The Budget Act of 2025 does not provide a growth appropriation for Infant Funding, so there will not be an increase in instructional personnel service units for the purposes of state apportionments.
  - Individual SELPA information is available here: Infant Reallocation and Growth Report
  - Description of the Infant Data Report - Special attention should be given to Sections 6 and 9 of the Infant Reallocation and Growth Report. A negative number on Line 6(d) (Total Units to be Released) indicates a release of instructional personnel service units (units) in the subsequent fiscal year for the Infant Funding Program.
  - A special education local plan area (SELPA) may avoid the release of units with a CDE approved waiver, which is valid for three years from the date of approval. Section 9 of the report provides waiver information for the SELPA.
  - In other words…
    - If Line 6(d) has a positive number, Line 9(a) will say "No" - **No need to do anything**
    - If Line 6(d) has a negative number and Line 9(a) says "Yes", and Line 9(b) says "Yes" that you have a waiver on file - **No need to do anything**
    - If Line 6(d) has a negative number, Line 9(a) says "Yes", and Line 9(b) says "No" - **you can apply for a waiver to avoid the release of service units.** Infant Program Waiver Request Form(PDF) - **WAIVER IS DUE BY APR 10th**
- Application for additional Infant funds due no later than April 14, 2026
  - See Guidance Document starting on the bottom of page 8 for information and the application

MOE Workgroup

- MOE Policy Language will be sent to the List Serve for clarity/guidance on MOE penalty payments and how that is distributed directly to the LEA
  - Some SELPAs may have old language in their plans when there was a SELPA MOE passage requirement (the SELPA passage is no longer required). The updated sample policy will help SELPAs who have not updated that language in the event an LEA does not pass SEMA (any tests).
- CDE noted that they are continuing to notice more SEMB failures with many indicating they understand the requirements for utilization of their federal funds. Any LEAs that fail their SEMB will not be allowed to submit expenditure reports until a revised passage (showing a passage) has been submitted (either at interim or at year end)
  - Eligibility test (SEMB) will depend on the next year's budget - this should/can include the impact of projected known exemptions into the future year.
- MOE Additional Information/Notes

- Exemptions - LEAs need to make sure that the exemptions they are considering or planning to capture. Additionally, a reduction in a service cost is not an exemption (i.e., going from a private vendor to a district vendor is not an exemption, transportation costs declining, etc.)
- Compliance test (SEMA) - Failure of actuals - CDE will invoice the lower amount of any failure (either State and Local or Local Only).
  - LEAs should ALWAYS include exemptions, because in the event of an eventual failure, they would not be invoiced for an amount for which they had an allowable exemption.
  - The IDEA test is a state and local test - so the amount of the IDEA grant is not relevant - if the amount of the failure exceeds the federal grant amount that DOES NOT MATTER.

- MHADA (RES 3327) will go out separate from GovGrants. The GANs are still currently in process. Additional GANs…
  - ADR went out
  - Prek Staff Development (RES 3345) - sent out Monday, March 30th.
  - GovGrants will only be for IDEA RES 3310 and 3315 in 2026-27

Part C Updates

- With the proposed changes from DDS around Part C, there should be no changes to the CDE process for excess funds. These funds do not include Part C dollars, although CDE has always reflected on Part C funds when considering applications. DDS has indicated they will continue to share data so CDE can consider requests for additional funds.
- The justification for additional funds will still be required. Justification in detail is recommended still, as the amount of funds will continue to be under pressure
- There are no anticipated changes to add grantees or documents at this point.

PSPS Process

- There is verbal confirmation that there will be no changes to the document for this year (any changes that are made will take place in the future years)
- The previously missing form (Proportionate Share Allocation) on the CalTan website will be added as soon as possible (it is still a requirement and was just not uploaded to the website)
- An article/collaboration should be in the works with more specific information related to data and pupil counts

Additional Information

- CASBO is an organizational membership. If their SELPA district (s) are members of CASBO, then SELPA Directors and special education folks have access to the educational resources and information through CASBO for FREE!

Finance Bulletin - Economic and Revenue Updates - March 2026

Economic Update -

- U.S. real GDP grew at a 0.7-percent seasonally adjusted annualized rate (SAAR) in the fourth quarter of 2025, revised down from the initial estimate and a deceleration from the 4.4-percent growth in the third quarter of 2025.

U.S. Labor Market Update (Important for hiring and Bargaining)

- U.S. headline inflation remained unchanged at 2.4 percent year-over-year in February 2026.
- The nation lost 92,000 nonfarm payroll jobs in February, with nine sectors losing jobs: education and health services (-34,000 jobs), leisure and hospitality (-27,000 jobs), manufacturing (-12,000 jobs), construction (-11,000 jobs), information (-11,000 jobs),

government (-6,000 jobs), professional and business services (-5,000 jobs), and mining and logging (-2,000 jobs). Only two sectors added jobs: financial activities added 10,000 jobs and other services added 8,000 jobs.

CA Labor Market Update (Important for hiring and Bargaining)

- California's unemployment rate decreased by 0.1 percentage point from the previous month to 5.5 percent in December 2025.

California Personal Income (Important for Budget Development)

- Personal income tax cash receipts were $3.1 billion, or 16.6 percent, above forecast in January and $4.7 billion, or 5.6 percent, above the fiscal year-to-date forecast. This was due mainly to estimated payments, which were $3 billion, or 31.3 percent, above forecast in January and $3.9 billion, or 20.7 percent, above the fiscal year-to-date forecast.

Building Activities (Important for Property Taxes)

- In December 2025, 115,800 total units (SAAR) were permitted in California, bringing the 2025 annual average to 102,700 units, up 2.7 percent from the 99,900 units permitted in 2024.
- The statewide median sale price of existing single-family homes decreased to $823,180 in January 2026, down 3.2 percent from $850,680 in December 2025 and down 1.9 percent from $838,850 in January 2025.

Monthly Cash Report (Important because of any potential need for Deferrals) -

Preliminary General Fund agency cash receipts were $154 million, or 1.4 percent, above the Governor's Budget forecast in February and $7 billion, or 5.1 percent, above the fiscal year-to-date forecast. The fiscal year-to-date overage is largely attributable to personal income tax ($4.3 billion above forecast) and corporation tax ($1.8 billion above forecast).

The Governor's Budget monthly cashflows reflect cash results through November, therefore, fiscal year-to-date variances are primarily related to December through February, with some revisions to prior months. February contains no major due dates, making it relatively unimportant for personal and corporate income taxes.

- Personal income tax cash receipts were $395 million, or 6.8 percent, **below** forecast in February but remained $4.3 billion, or 4.8 percent, above the fiscal year-to-date forecast.
- Corporation tax cash receipts were $362 million, or 206.7 percent, **above** forecast in February and $1.8 billion, or 9.3 percent, above the fiscal year-to-date forecast. The February overage was due largely to lower-than expected corporation tax refunds of $375 million. .
- Preliminary sales and use tax receipts were $180 million, or 4.2 percent, above forecast in February and $1 million, or 0.0 percent, above the fiscal year-to-date forecast.

State News

There is a proposal to restructure California's educational governance for the 2026-27 budget year. The plan is to transfer management of the Department of Education from the elected Superintendent of Public Instruction to an official appointed by the Governor. By consolidating administrative authority, the proposal aims to resolve long-standing accountability issues and policy disagreements that have historically clouded state leadership. The LAO analysis recommends adopting these changes but only with specific refinements to ensure legislative oversight and a clearly defined independent role for the Superintendent.

LAO Report: Re-Envisioning State Education Governance

SSC Article: LAO Recommends Governor's Education Governance Proposal with Improvements

Federal News

No major updates this time. The President's proposed budget is slated to be released Friday, April 3, 2026. A reminder that the President's proposal is just that, a proposal. The first budget the president put forth in 2025 had much of the proposals rejected by congress and the senate.

Resources

GovGrants IDEA Office Hours.pptx - 3/13/26

2026 CASBO Con MOE Presentation (1).pptx - Advanced Special Ed Maintenance of Effort Strategies