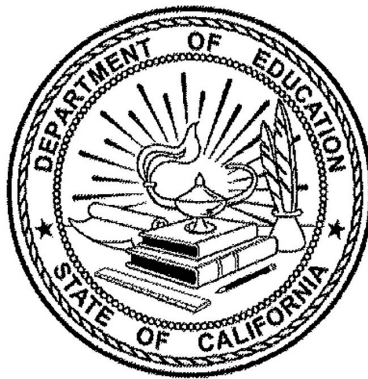


LOCAL PLAN

Section A: Contacts and Certifications

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

Section A: Contacts and Certifications

SELPA

Fiscal Year

Contact Information and Certification Requirements

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

- ☐ *NEW* SELPA (for proposed multiple Local Educational Agency (LEA) SELPA, or COE joined SELPA only)
- ☐ Local Plan Section B: Governance and Administration
- ☒ Local Plan Section D: Annual Budget Plan
- ☐ Select if this Local Plan Section D submission was revised after June 30th due date
- Local Plan Section D
 - Certifications 2, 3, 4 and 5 are required
 - Attachments I-V are required
 - If the submission is an amendment of special education revenues and/or expenditures previously reported to the CDE due to changes in services and programs provided by LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section E: Annual Service Plan, along with Attachment VI and VII.
- ☒ Local Plan Section E: Annual Service Plan
- ☐ Select if this Local Plan Section E submission was revised after June 30th due date
- Local Plan Section E
 - Certifications 2, 3, 4 and 5 are required
 - Attachments I and VI are required
 - If the submission is an amendment of programs and services previously reported to the CDE that affect the allocation of special education funds to LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section D: Annual Budget Plan, along with Attachments II-V and VII.
- ☐ Local Educational Agency Membership Changes

A2. SELPA Identification

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

SELPA

Section A: Contacts and Certifications

SELPA Fiscal Year

A3. SELPA Director Contact Information

Enter address information for the SELPA. Include current SELPA Director contact information.

NOTE: SELPA Director position changes do not require amendments to the Local Plan.

However, in such cases the new SELPA Director assumes the responsibility for the contents and implementation of the last approved Local Plan filed with the CDE.

SELPA Name	Folsom-Cordova Unified		
Street Address	1965 Birkmont Drive	Zip Code	95742
City	Rancho Cordova	County	Sacramento
Mailing Address	1965 Birkmont Drive		
City	Rancho Cordova	Zip Code	95742
Director First Name	Jason	Administrator Last Name	Stricker
Director Title	Executive Director, SELPA/Special Ed		
Director's Email	jstricker@fcusd.org		
Telephone	(916) 294-90 07	Extension	

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

Enter information for the current administrative entity. This is the responsible local agency or, an administrative unit for a multiple LEA SELPA or COE joined SELPA; or an identified responsible person for a single LEA SELPA. In either case, the administrative entity identified is responsible for the implementation and/or fiscal administration of the Local Plan and must electronically sign Certification 1 and 2.

Administrative Entity Name	Folsom Cordova Unified School District		
Street Address	1965 Birkmont Drive	Zip Code	95742
City	Rancho Cordova	County	Sacramento
Contact First Name	Erik	Last Name	Swanson
Contact Title	Superintendent		

Section A: Contacts and Certifications

SELPA

Fiscal Year

Email

Telephone

Extension

Special Education Local Plan Area Review Requirements

Community Advisory Committee

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

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

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

The Local Plan was submitted to the CAC on:

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

County Office of Education

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

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

☒ COE responsible for approving the Local Plan

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

Add COE

Delete COE

Section A: Contacts and Certifications

SELPA

Fiscal Year

Public Hearing Requirements

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

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

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

Most Recent School Site Posting Date

SELPA Public Hearing Date

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

Most Recent School Site Posting Date

SELPA Public Hearing Date

Submitting the Local Plan to the California Department of Education

STEP 1: Contacts and Certifications

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

STEP 2: SELPA Governance Structure

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

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

STEP 3: Prior Submissions

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

Section B: Governance and Administration

Section D: Annual Budget Plan

Section E: Annual Service Plan

STEP 4: Local Plan Collaboration

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

Add	Agency	First and Last Name	Title	Section
-	Folsom Cordova Unified School District/CAC	Jason Stricker	Administrator-Spec. Ed.	All
-	CAC	Nicole McCarthy	CAC	All
-	CAC	Jennifer Taylor	CAC	All
-	Folsom Cordova Unified School District/CAC	Lilia Neal	Other	All
-	CAC	Dana Arce	CAC	All
-	CAC	Laura Wasco-Kenrow	CAC	All
-	CAC	Lucinda Winward	CAC	All
-	CAC	Jennifer Wong	CAC	All
-	CAC	Unrika Simon-McCaulley	CAC	All
-	Folsom Cordova Unified School District/CAC	Kim Trigueiro	Teacher-S pecEd.	All

Section A: Contacts and Certifications

SELPA

Folsom-Cordova Unified

Fiscal Year

2026- 27

Add	Agency	First and Last Name	Title	Section
☒	Folsom Cordova Unified School District	Grace Rich	Other	Multiple
☒	Folsom Cordova Unified School District	Channa Pitt	Administrator-Gen. Ed.	All
☒	Folsom Cordova Unified School District	Kathy Guintu	Other	Multiple
☒	Public	Kristen Love Carl	Parent	All
☒	Public	Scott Bailey	Parent	All
☒	Public	Andrea Bailey	Parent	All
☒	Folsom Cordova Education Association	Jeannette Sansenbach	Teacher-Gen. Ed.	All

STEP 5: Certifications

A13. Select the check box below to indicate which of the five certifications are being submitted. Include the total number of each type of certification being submitted.

- ☐ Certification 1: SELPA Local Plan Section B: Governance and Administration
- ☒ Certification 2: SELPA Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plan
- ☒ Certification 3: COE (Required for all SELPA Local Plan Sections B, D, and E)
- Number Submitted
- ☒ Certification 4: CAC (Required for all SELPA Local Plan Sections B)
- ☒ Certification 5: LEA (Required for all SELPA Local Plan Sections B, D, and E)
- Number Submitted

STEP 6: Electronic Signatures

A14. All applicable certifications must be electronically signed and included with the Local Plan.

STEP 7: Final Check

- All certifications submitted to the CDE must be electronically signed.
- Local Plan must be submitted to the CDE using the SELPA's assigned Box.com web address.

Section A: Contacts and Certifications

SELPA

Folsom-Cordova Unified

Fiscal Year

2026-27

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

Certification 1

Local Plan Section B: Governance and Administration

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

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

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

☒ Single LEA SELPA ☐ Multiple LEA SELPA ☐ COE Joined SELPA

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

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

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

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

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

Erik Swanson

Administrative Entity Signature*

Jun 18, 2026

Date

Jason Stricker

SELPA Governance Council or Responsible Individual

May 13, 2026

Date

Section A: Contacts and Certifications

SELPA

Folsom-Cordova Unified

Fiscal Year

2026-27

Jason Stricker

SELPA Administrator

May 13, 2026

Date

*The responsible individual identified as the Administrative Entity in item A4 of Section A must electronically sign here.

Section A: Contacts and Certifications

SELPA

Folsom-Cordova Unified

Fiscal Year

2026-27

Certification 2

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

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

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

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

☒ Single LEA SELPA ☐ Multiple LEA SELPA ☐ COE Joined SELPA

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

C2-2. Specific web address where the SELPA Local Plan, including all sections, is posted.

www.fcusd.org

Erik Swanson

Jun 18, 2026

Administrative Entity Signature*

Date

Jason Stricker

May 13, 2026

SELPA Governance Council or Responsible Individual

Date

Jason Stricker

May 13, 2026

SELPA Administrator

Date

*The responsible individual identified as the Administrative Entity in Item A4 of Section A must electronically sign here.

SELPA

Folsom-Cordova Unified

Fiscal Year

26-27

Certification 3: County Superintendent

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

I certify the attached Local Plan section(s) as submitted with this certification are approved by the county office of education (COE). Per California Education Code (*Ed Code*) Section 56140, approval is based on the capacity of the district or districts to ensure that special education programs and services are provided to all individuals with exceptional needs, and both of the following: 1) whether the local plan adheres to the guidelines established pursuant to *Ed Code* Section 56122 for the development of local plans; and 2) whether the local plan contains all of the required components as detailed in *Ed Code* Section 56205.

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

☐ Yes ☒ No

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

☒ Yes ☐ No

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

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

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

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

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

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

SELPA

Folsom-Cordova Unified

Fiscal Year

26-27

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

www.fcusd.org

David W. Gordon

County Superintendent

June 22, 2026

Date

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

SELPA Folsom-Cordova Unified

Fiscal Year 2026-27

Certification 4: Community Advisory Committee

IMPORTANT: Certification 4 is required only for the submission of the Section B: Governance and Administration section of the Local Plan

Cert 4-1. Community Advisory Committee Participation

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

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

Cert 4-2. Community Advisory Committee Review Timeline

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

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

Cert 4-3. Community Advisory Committee Comments

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

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

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

Authorized Signature

Nicole McCarthy

CAC Chairperson

May 13, 2026

Date

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

SELPA

Fiscal Year

Certification 5: Local Educational Agency

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

LEA

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

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

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

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

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

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

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

SELPA Folsom-Cordova Unified

Fiscal Year 2026-27

Cert 5-3. Submission Certification Requirements for LEAs

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

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

Authorized Signature

Erik Swanson

LEA Superintendent/Chief Administrator

Jun 18, 2026

Date

LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

Section D: Annual Budget Plan

SELPA Folsom-Cordova Unified

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 Folsom-Cordova Unified

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	19,327,108	68.16%
AB 602 Property Taxes	1,196,137	4.22%
Federal IDEA Part B	4,550,640	16.05%
Federal IDEA Part C	91,745	0.32%
State Infant/Toddler	1,134,771	4.00%
State Mental Health	1,793,368	6.32%
Federal Mental Health	253,131	0.89%
Other Projected Revenue	10,582	0.04%
Total Projected Revenue:	28,357,482	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)

Refund from 24-25 Service Contract

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 Folsom-Cordova Unified

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	29,112,274	34.57%
Object Code 2000—Classified Salaries	19,936,148	23.67%
Object Code 3000—Employee Benefits	17,831,620	21.18%
Object Code 4000—Supplies	604,297	0.72%
Object Code 5000—Services and Operations	12,710,215	15.09%
Object Code 6000—Capital Outlay	5,233	0.01%
Object Code 7000—Other Outgo and Financing	4,009,119	4.76%
Total Projected Expenditures:	84,208,906	100.00%

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

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

D-6. Code 7000—Other Outgo and Financing

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

Indirect Costs
 Tuition - State Special Schools
 All Other Transfers to County Office

Section D: Annual Budget Plan

SELPA Folsom-Cordova Unified

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	23,461,966	27.86%
Projected Federal Revenue	4,895,516	5.81%
Local Contribution	55,851,424	66.32%
Total Revenue from all Sources:	84,208,906	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).

As a single district SELPA, the School Board approves the Special Education Allocation Plan. Funds are distributed according to the Allocation Plan and the Annual Service Plan and Budget. The Allocation Plan includes funding from the overall district budget supporting special education services within the budget.

The Executive Director of Special Education/SELPA is responsible to ensure that the funds are distributed in accordance with the Special Education Allocation Plan.

- 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

Section D: Annual Budget Plan

SELPA Folsom-Cordova Unified

Fiscal Year 2026-27

process and is consistent with SELPA's summarized policy statement identified in Local Plan Section B: Governance and Administration item B-4. If the response is "NO," then either Section D should be edited, or Section B must be amended according to the SELPA's adopted policy making process, and resubmitted to the COE and CDE for approval.

Section D: Annual Budget Plan

SELPA **Folsom-Cordova Unified**Fiscal Year **2026-27****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	29,112,274	34.57%
Object Code 2000—Classified Salaries	19,936,148	23.67%
Object Code 3000—Employee Benefits	17,831,620	21.18%
Object Code 4000—Supplies	604,297	0.72%
Object Code 5000—Services and Operations	12,710,215	15.09%
Object Code 6000—Capital Outlay	5,233	0.01%
Object Code 7000—Other Outgo and Financing	4,009,119	4.76%
Total Projected Operating Expenditures:	84,208,906	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
Tuition - State Special Schools
All other Transfers to County Offices

Section D: Annual Budget Plan

SELPA Folsom-Cordova Unified

Fiscal Year 2026-27

TABLE 5

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

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

D-12. Defined Goals for Students with LI Disabilities

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

☒ YES ☐ NO

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

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

5,205,352

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

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

460,525

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

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

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



California Department of Education
Special Education Division
Local Plan Annual Submission

Section E: Annual Service Plan

SELPA: Folsom-Cordova Unified

Fiscal Year: 2026-27

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 the child's access to the general curriculum, so that they can meet the educational standards within the jurisdiction of the public agency that apply to all children.

☐ 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.

☐ 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.

☐ 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.

☐ 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.

☐ 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.

☐ 260--Special Education Aide (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.

☐ 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.

☒ 340—Intensive Individual Service

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

☐ *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.

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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: 55

Reasons for greater than 55 average caseload

N/A

☒ 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 are provided by an adapted physical education specialist to pupils whose needs cannot be adequately met in other physical education programs, as indicated through assessment and evaluation of motor skills performance and other areas of need. Services may include individually designed developmental activities, games, sports, and rhythmic activities for strength development and fitness, tailored to the capabilities, limitations, and interests of students with disabilities who may not safely, successfully, or meaningfully participate 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.

Specialized physical health care services are those health services prescribed by the child's licensed physician and surgeon that require medically related training for the individual performing the services and are necessary during the school day to enable the child to attend school (5 CCR §3051.12[b]). Specialized physical health care services include, but are not limited to, suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration, and glucose testing.

☒ 436--Health and Nursing: Other

☐

Service is Not Currently Provided

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

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

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individual pursuant to an IEP when a student has health conditions that require nursing intervention beyond basic school health services. Services may include managing the health condition, consulting with staff, providing 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 services. IEP-required health and nursing services are intended to supplement the regular school health services program.

☒ 445—Assistive Technology

☐ *Service is Not Currently Provided*

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

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

☒ 450—Occupational Therapy

☐ *Service is Not Currently Provided*

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

Occupational therapy includes services designed to improve a 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 skills. Services may be provided directly or indirectly within the classroom, other educational settings, or the home, either individually or in groups. Interventions may include therapeutic techniques to develop specific abilities, adaptations to the student's environment or curriculum, and consultation and collaboration with staff and parents. Services are provided, pursuant to an IEP, by a qualified occupational therapist registered with the American Occupational Therapy Certification Board.

☒ 460—Physical Therapy

☐ *Service is Not Currently Provided*

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

These services are provided, pursuant to an IEP, by a registered physical therapist or physical therapist assistant when assessment indicates a discrepancy between a student's gross motor performance and other educational skills. Physical therapy includes, but is not limited to, interventions addressing motor control and coordination, posture and balance, self-help skills,

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functional mobility, accessibility, and the use of assistive devices. Services may be provided within the classroom, other educational settings, or the home, and may occur individually or in groups. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents.

☒ 510—Individual Counseling

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

One-to-one counseling is provided by a qualified individual pursuant to an IEP. Counseling may address educational, career, or personal concerns, or may involve parents or staff members regarding learning problems or guidance programs for students. Individual counseling is intended to supplement the regular school guidance and counseling program.

☐ *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 is provided by a qualified individual pursuant to an IEP. Group counseling typically focuses on social skills development but may also address educational, career, or personal concerns, or may involve parents or staff members regarding learning problems or guidance programs for students. IEP-required group counseling is intended to supplement the regular school guidance and counseling program. Guidance services include interpersonal, intrapersonal, or family interventions provided in an individual or group setting by a qualified individual with licensure and/or PPS credential pursuant to an IEP. Specific programs may include social skills development, self-esteem building, parent training, and assistance to special education students, supervised by staff credentialed to serve students with disabilities. These services are expected to supplement the regular guidance and counseling program.

☒ 520—Parent Counseling

☐ *Service is Not Currently Provided*

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

Individual or group counseling is provided by a qualified individual pursuant to an IEP to assist the parent(s) of students with disabilities in better understanding and meeting their child's needs. Services may include support with parenting skills or other pertinent issues.

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IEP-required parent counseling is intended to supplement the regular school guidance and counseling program.

☐ 525—Social Worker 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 is available on the continuum of services; however, at this time no student is receiving this service through an IEP process.

☒ 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 IEP, include interpreting assessment results for parents and staff in implementing the IEP; obtaining and interpreting information about a student's behavior and conditions related to learning; and planning programs of individual and group counseling and guidance services for students and parents. These services may also include consulting with staff in planning school programs to meet the unique needs of students with disabilities as indicated in the IEP. IEP-required psychological services are intended to supplement the regular school guidance and counseling program.

☒ 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 a student's behavior, resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment. Behavior Intervention Plans are designed by Board Certified Behavior Analysts (BCBA) and implemented by behavior service assistants.

☐ 540—Day Treatment Services

☒ *Service is Not Currently Provided*

☒ 545—Residential Treatment

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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 student's educational program.

☐ *Service is Not Currently Provided*

☐ 610—Specialized Service for Low Incidence Disabilities

☒ *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 is available on the continuum of services; however, no student is currently receiving this service through an IEP process.

☒ 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 a student's mode of communication. Services may also include rehabilitative and educational supports; adapting curricula, instructional methods, and the learning environment; and providing specialized consultation to students with disabilities, their parents, teachers, and other school personnel.

☒ 715—Interpreter Services

☐ *Service is Not Currently Provided*

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

Interpreter services include sign language interpretation of spoken language for individuals whose primary mode of communication is sign language, provided by a qualified sign language interpreter. These services include conveying information through the student's sign system and tutoring the student regarding class content using the student's sign system (CCR Title 5, §3051.16).

☒ 720—Audiological Services

☐ *Service is Not Currently Provided*

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

Audiological services include measuring hearing acuity, monitoring amplification, and supporting the use of Frequency Modulation (FM) systems. Consultation services with teachers, parents, or speech-language pathologists must be identified in the IEP with the reason, frequency, and duration of contact; infrequent contact is considered assistance and would not be included as a service.

☒ 725—Specialized Vision Services

☐ *Service is Not Currently Provided*

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

Specialized vision services are a broad category of supports provided to students with visual impairments. These services include assessing functional vision; making curriculum modifications necessary to meet a student's educational needs, including Braille, large print, and aural media; and providing instruction in identified areas of need. Instruction may address concept development and academic skills; communication skills, including alternative modes of reading and writing; and social, emotional, career, vocational, and independent living skills. Services may also include coordinating the work of other personnel providing support to the student—such as transcribers, readers, counselors, orientation and mobility specialists, and career/vocational staff—and collaborating with the student's classroom teacher.

☒ 730—Orientation and Mobility

☐ *Service is Not Currently Provided*

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

Orientation and mobility services support students with visual impairments in developing body awareness and understanding how to move safely and effectively. Students are taught skills that enable them to travel safely and independently within the school environment and in the community. Services may also include consultation with parents regarding their child's needs, as identified in the IEP.

☐ 735—Braille Transcription

☒ *Service is Not Currently Provided*

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

This service is available on the continuum of services; however, no student is currently receiving this service through an IEP process.

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☒ 740--Specialized Orthopedic Services

☐ *Service is Not Currently Provided*

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

Specialized orthopedic services include specially designed instruction related to the unique needs of students with orthopedic disabilities, including the use of specialized materials and equipment. Services are provided by licensed staff such as Occupational or Physical therapists and/or PPS credentialed employees.

☐ 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 is available on the continuum of services; however, no student is currently receiving this service through an IEP process.

☐ 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 is available on the continuum of services; however, no student is currently receiving this service through an IEP process.

☐ 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 is available on the continuum of services; however, no student is currently receiving this service through an IEP process.

☒ 760--Recreation Service, Including
Therapeutic Recreation

☐ *Service is Not Currently Provided*

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

Recreation services, including therapeutic recreation, support students in developing leisure skills, social interaction, and participation in age-appropriate recreational activities. Services

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may include adaptive recreation instruction, use of specialized equipment or modifications, and consultation or coordination to ensure access to inclusive recreational opportunities as identified in the IEP.

☒ 820–College Awareness Preparation

☐ *Service is Not Currently Provided*

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

College awareness includes activities that promote and increase student understanding of higher education opportunities, information, and available options. These activities may address college counseling, career exploration and 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 preparing individuals for paid or unpaid employment. These programs may include work experience, job coaching, job development and/or placement, and situational assessment. Services also include career counseling to assist a student in assessing their aptitudes, abilities, and interests in order to make realistic career decisions.

☒ 840–Career Awareness

☐ *Service is Not Currently Provided*

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

Transition services include opportunities for students to develop self-advocacy skills, engage in career planning, and receive career guidance. These services also emphasize the need for coordination with the Perkins Act to ensure that students with disabilities in middle school have access to vocational education funds.

☒ 850–Work Experience Education

☐ *Service is Not Currently Provided*

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

Work experience education provides students with disabilities the opportunity to gain real-world job skills through structured, supervised employment experiences. Services may include job exploration, placement in community-based settings, job coaching, coordination

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with employers, and ongoing support to help students develop workplace competencies. These experiences are designed to support a student's transition goals and enhance their readiness for postsecondary employment and independent living.

☒ 855—Job Coaching

☐ *Service is Not Currently Provided*

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

Job coaching is a service that provides assistance and guidance to a student employee who is experiencing difficulty with one or more aspects of daily job tasks or functions. The service is delivered by a job coach who is skilled, trained, and knowledgeable in workplace practices, and who can determine how the employee learns best in order to develop a training plan that improves job performance.

☐ 860—Mentoring

☒ *Service is Not Currently Provided*

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

This service is available on the continuum of services; however, no student is currently receiving this service through an IEP process.

☒ 865—Agency Linkages (referral and placement)

☐ *Service is Not Currently Provided*

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

Service coordination and case management that facilitate the linkage of IEPs under this part and Individualized Family Service Plans (IFSPs) under Part C with individualized service plans under multiple federal and state programs, including Title I of the Rehabilitation Act of 1973 (Vocational Rehabilitation), Title XIX of the Social Security Act (Medicaid), and Title XVI of the Social Security Act (Supplemental Security Income).

☐ 870—Travel and Mobility Training

☒ *Service is Not Currently Provided*

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 is available on the continuum of services; however, no student is currently receiving this service through an IEP process.

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☒ 890—Other Transition Services

☐ *Service is Not Currently Provided*

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

These services may include program coordination, case management, participation in meetings, and the development of linkages between schools and between schools and postsecondary agencies.

☒ 900—Other Related Service

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

☐ *Service is Not Currently Provided*



Description of the "Other Related Service"

Music Therapy

Qualifications of the Provider Delivering "Other Related Service"

Music Therapy certification pursuant to California Education Code

LOCAL PLAN
Attachments
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

Attachment I

SELPA:

Fiscal Year:

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

SELPA: Folsom-Cordova Unified

Fiscal Year: 2026-27

Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	34	67330			Folsom Cordova Unified School District SELPA	Jason	Stricker	916-294-9007	jstricker@fcusd.org	Previously Reported

Attachment II

SELPA: Folsom-Cordova Unified

Fiscal Year: 2026-27

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

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

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

Attachment II

SELPA: Folsom-Cordova Unified

Fiscal Year: 2026-27

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	Folsom Cordova Unified School District SELPA	19,327,108	1,196,137	91,745	4,550,640	1,134,771	1,793,368	253,131	10,582	28,357,482
Totals:		19,327,108	1,196,137	91,745	4,550,640	1,134,771	1,793,368	253,131	10,582	28,357,482

Attachment III

SELPA: Folsom-Cordova Unified

Fiscal Year: 2026-27

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	Folsom Cordova Unified School District SELPA	29,112,274	19,936,148	17,831,620	604,297	12,710,215	5,233	4,009,119	84,208,906
Totals:		29,112,274	19,936,148	17,831,620	604,297	12,710,215	5,233	4,009,119	84,208,906

Attachment IV

SELPA: Folsom-Cordova Unified

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	Folsom Cordova Unified School District SELPA	4,895,516	100.00%	23,461,966	100.00%	55,851,424	28,357,482
Totals:		4,895,516	100.00%	23,461,966	100.00%	55,851,424	28,357,482

Attachment V

SELPA: Folsom-Cordova Unified

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	Folsom Cordova Unified School District SELPA	5,205,352	460,525
Totals:		5,205,352	460,525

Attachment VI—Specialized Academic Instruction (SAI)/Specially Designed Instruction (SDI) and Related Services

DATE: 4/10/2026

FISCAL YEAR: 2026-27SELPA NAME: Foslom-Cordova Unified

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

For each LEA school/site name identified in "Column A," place an "x" in the corresponding instructional and/or related service that is provided by the LEA/school site

[illegible]

[illegible]

Attachment VII

SELPA:

Fiscal Year:

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
Folsom Cordova Unified School District SELPA		Delete This Row							