

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 B
 - Certifications 1, 3, 4 and 5 are required
 - Attachment I is required. Note: Additional attachments may be required if the amendment affects the services or funding associated with the Local Plan
- Local Plan Section D: Annual Budget Plan
- Select if this Local Plan Section D submission was revised after June 30th due date
- Local Plan Section D
 - Certifications 2, 3, 4 and 5 are required
 - Attachments I-V are required
 - If the submission is an amendment of special education revenues and/or expenditures previously reported to the CDE due to changes in services and programs provided by LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section E: Annual Service Plan, along with Attachment VI and VII.
- Local Plan Section E: Annual Service Plan
- Select if this Local Plan Section E submission was revised after June 30th due date
- Local Plan Section E
 - Certifications 2, 3, 4 and 5 are required
 - Attachments I and VI are required
 - If the submission is an amendment of programs and services previously reported to the CDE that affect the allocation of special education funds to LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section D: Annual Budget Plan, along with Attachments II-V and VII.
- Local Educational Agency Membership Changes

Section A: Contacts and Certifications

SELPA

Fiscal Year

A2. SELPA Identification

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

SELPA

A3. SELPA 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	<input type="text" value="San Luis Obispo County"/>		
Street Address	<input type="text" value="8005 Morro Road"/>	Zip Code	<input type="text" value="93422"/>
City	<input type="text" value="Atascadero"/>	County	<input type="text" value="San Luis Obispo"/>
Mailing Address	<input type="text" value="8005 Morro Road"/>		
City	<input type="text" value="Atascadero"/>	Zip Code	<input type="text" value="93422"/>
Director First Name	<input type="text" value="Amber"/>	Administrator Last Name	<input type="text" value="Gallagher"/>
Director Title	<input type="text" value="SELPA Executive Director"/>		
Director's Email	<input type="text" value="agallagher@sloselpa.org"/>		
Telephone	<input type="text" value="(805) 782-7301"/>	Extension	<input type="text" value="304"/>

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

Section A: Contacts and Certifications

SELPA Fiscal Year

Street Address Zip Code
City County
Contact First Name Last Name
Contact Title
Email
Telephone Extension

Special Education Local Plan Area Review Requirements

Community Advisory Committee

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

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

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

The Local Plan was submitted to the CAC on:

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

County Office of Education

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

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

COE responsible for approving the Local Plan

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

Public Hearing Requirements

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

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

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

Most Recent School Site Posting Date

SELPA Public Hearing Date

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

Most Recent School Site Posting Date

SELPA Public Hearing Date

Submitting the Local Plan to the California Department of Education

STEP 1: Contacts and Certifications

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

STEP 2: SELPA Governance Structure

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

- Single LEA SELPA: This selection includes only one district LEA; 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).
- Small and Sparse or Isolated: This selection must meet requirements for COE joined SELPAs as described above, and *EC* sections 56211 through 56212.

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
-	SELPA	Amber Gallagher	Administrator-Spec. Ed.	All
-	SELPA	Zola Moore-Stansbury	Other	Section D
-	SELPA	Sheila Scott	Other	Section A
-	SELPA	Yesenia Leon	Other	Section E

Section A: Contacts and Certifications

SELPA

Fiscal Year

Add	Agency	First and Last Name	Title	Section
<input type="checkbox"/>	SELPA	Damien Capalare	Administrator-Spec. Ed.	Section B
<input type="checkbox"/>	SELPA	Tricia Lomino	Other	Section B
<input type="checkbox"/>	SELPA	Lindsay Flatos	Other	Section B
<input type="checkbox"/>	SELPA	Terry Hollen	Other	Section B
<input type="checkbox"/>	CAC	Shannon Cogan	CAC	All
<input type="checkbox"/>	SLCUSD	Shelly Ferrari	Teacher-Spec. Ed.	Section B
<input type="checkbox"/>	CUSD/CESD	Adam Helfand	Administrator-Spec. Ed.	Section B
<input type="checkbox"/>	TUSD	Natalie Hughes	Teacher-Gen. Ed.	Section B
<input type="checkbox"/>	LMUSD	Joseph Williams	Administrator-Gen. Ed.	Section B

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.

Section A: Contacts and Certifications

SELPA

Fiscal Year

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.
- 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

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

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.)

Section A: Contacts and Certifications

SELPA

Fiscal Year

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

Administrative Entity Signature*

Date

SELPA Governance Council or Responsible Individual

Date

SELPA Administrator

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

Fiscal Year

Certification 2

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

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

I certify the attached Local Plan Section 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

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC Section 56195.1(b)* and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC Section 56195.7*.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

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.

Section A: Contacts and Certifications

SELPA

Fiscal Year

Administrative Entity Signature*

Date

SELPA Governance Council or Responsible Individual

Date

SELPA Administrator

Date

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

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

SELPA

Fiscal Year

Certification 3: County Office of Education

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

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

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

Yes No

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

Yes No

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

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

The COE certifies the SELPA is a:

- Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or
- Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).
- Small and Sparse or Isolated: This selection must meet requirements for, Multiple or Joined SELPAs as described above, and *EC* sections 56211 through 56212.

SELPA

Fiscal Year

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

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

Single-LEA SELPA

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

Multiple LEA SELPA or COE joined SELPA

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

Yes No

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

Yes No

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

SELPA

San Luis Obispo County

Fiscal Year

2026-27

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

www.slocoe.org

Authorized Signature

COE Superintendent

Date

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

SELPA

Fiscal Year

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

CAC Chairperson

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).
 - Small and Sparse or Isolated: This selection must meet requirements for, Multiple or Joined SELPAs as described above, and *EC* sections 56211 through 56212.

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

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

SELPA

Fiscal Year

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to EC Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

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.

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

LEA Superintendent/Chief Administrator

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).
 - Small and Sparse or Isolated: This selection must meet requirements for, Multiple or Joined SELPAs as described above, and *EC* sections 56211 through 56212.

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

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

SELPA

Fiscal Year

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to EC Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

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.

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

LEA Superintendent/Chief Administrator

Date

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).
 - Small and Sparse or Isolated: This selection must meet requirements for, Multiple or Joined SELPAs as described above, and *EC* sections 56211 through 56212.

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

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

SELPA

Fiscal Year

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

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Authorized Signature

LEA Superintendent/Chief Administrator

Date

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

SELPA

Fiscal Year

Certification 5: Local Educational Agency

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

SELPA

Fiscal Year

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LEA Superintendent/Chief Administrator

Date

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SELPA

Fiscal Year

Certification 5: Local Educational Agency

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SELPA

Fiscal Year

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Date

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SELPA

Fiscal Year

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SELPA

Fiscal Year

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Authorized Signature

LEA Superintendent/Chief Administrator

Date

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SELPA

Fiscal Year

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SELPA

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Authorized Signature

LEA Superintendent/Chief Administrator

Date

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

SELPA

Fiscal Year

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SELPA

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Authorized Signature

LEA Superintendent/Chief Administrator

Date

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SELPA

Fiscal Year

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SELPA

Fiscal Year

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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

LEA Superintendent/Chief Administrator

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).
 - Small and Sparse or Isolated: This selection must meet requirements for, Multiple or Joined SELPAs as described above, and *EC* sections 56211 through 56212.

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

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

SELPA

Fiscal Year

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

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.

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

LEA Superintendent/Chief Administrator

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.

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- 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).
 - Small and Sparse or Isolated: This selection must meet requirements for, Multiple or Joined SELPAs as described above, and *EC* sections 56211 through 56212.

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

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

SELPA

Fiscal Year

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to EC Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

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.

Cert 5-3. Submission Certification Requirements for LEAs

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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

LEA Superintendent/Chief Administrator

Date

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education

Special Education Division

SELPA San Luis Obispo County SELPA

Fiscal Year 2026-27

B. Governance and Administration

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

Participating Local Educational Agencies

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

Special Education Local Plan Area—Local Plan Requirements

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

The San Luis Obispo County Special Education Local Plan Area (SELPA) includes all Local Education Agencies (LEA) within San Luis Obispo County:

Almond Acres Charter Academy; Atascadero Unified School District; Bellevue-Santa Fe Charter; Cayucos Elementary School District; Coast Unified School District; Lucia Mar Unified School District; Paso Robles Joint Unified School District; Pleasant Valley Joint Union Elementary School District; San Luis Coastal Unified School District; San Luis Obispo County Office of Education; San Miguel Joint Union School District; Shandon Joint Unified School District; and Templeton Unified School District.

Of the approximately 32,700 student enrollment within San Luis Obispo County SELPA member LEAs, there are approximately 5,400 students with disabilities, ages 0-22. Students with disabilities (SWD) comprise approximately fifteen percent (15%) of the total enrollment in the county of San Luis Obispo. The LEAs range in size from approximately 55 students to 10,000 students. The LEAs are adjacent to Monterey County to the north, Kern County to the east, and Santa Barbara County to the south.

The San Luis Obispo County SELPA office is located at the Morro Road Education Center (MREC) in Atascadero, California.

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

The San Luis Obispo County SELPA is comprised of all public school districts in the county, two charters, and the San Luis Obispo County Office of Education (SLOCOE). These districts and charters have joined in a cooperative effort to provide for the coordinated delivery of programs, services and assurance of equal access to such programs, and services to eligible persons with disabilities requiring special education in the service region. Each Local Education Agency

Section B: Governance and Administration

SELPA

Fiscal Year

(LEA) is responsible for adopting and implementing the Local Plan as outlined.

The governing body of the SELPA is the SELPA Governance Council which is composed of superintendents as the designated representatives of their respective LEAs. Policies and Procedures adopted by the SELPA Governance Council provide direction for all aspects of the SELPA, including uniform practices to be used by all LEAs in the provision of special education programs and services as outlined in the Local Plan.

SLOCOE shall serve as the Administrative Unit (AU) for the SELPA, and the County Superintendent of Schools is the Superintendent of the AU. The County Superintendent is designated as the employer of the staff for the SELPA. The SELPA staff implements the policies and decisions that are enacted by the SELPA Governance Council.

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

The SELPA Governance Council, composed of the superintendents of each member LEA as their respective designated representative, each with equal voting power, adopts policy in alignment with federal and state requirements.

Changes or amendments to the current San Luis Obispo County Special Education Local Plan Area (SELPA) Local Plan may be considered during the annual service and budget plan process. The SELPA Governance Council can adopt amendments to the current Local Plan on an interim basis, not to exceed one year. Amendments approved in this manner will be permanent upon subsequent approval by the California Department of Education. The Governance Council approves individual policy changes.

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

San Luis Obispo County Office of Education (SLOCOE) shall serve as the Administrative Unit (AU). The AU will perform functions for the San Luis Obispo County Special Education Local Plan Area (SELPA) such as the receipt of funds, employment of staff to support SELPA functions, provision of administrative support, and coordination of the implementation of the Local Plan. The Business Services Division of the AU will advise regarding fiscal and budget-monitoring issues related to SELPA and special education programs.

Section B: Governance and Administration

SELPA

Fiscal Year

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

- Yes No

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

Charter School as a Local Education Agency (LEA) within the San Luis Obispo County SELPA: A charter school that includes in its petition for establishment or renewal, or that otherwise provides verifiable written assurances that the charter school will participate as an LEA for the purposes of providing special education, may apply to become a member of the San Luis Obispo County SELPA.

Application must be made to the SELPA on or before January 1 of the school year preceding the school year in which the charter school anticipates operating as a member LEA within the SELPA. The SELPA Executive Director and/or staff will review the charter school's application and develop a written recommendation within 30 days of receipt of application. Both the applicant and members of the SELPA Governance Council will receive copies of the written recommendation at least 10 days prior to the item appearing on an agenda. The SELPA Governance Council will take action to approve or disapprove the charter school as a member LEA within 60 days of application. If approved, the charter school LEA will become a member effective on July 1. Prior to final approval and full acceptance as a member LEA, the charter school will continue to be deemed a public school of the member LEA chartering district. If disapproved, the SELPA Executive Director will provide the applicant with a written finding that delineates the reason(s) for disapproval.

Once granted membership within the SELPA, the LEA charter school will participate on an equal basis with other members in the governance of the SELPA. A charter school LEA will have equal voting power with noncharter LEAs as described in this Local Plan.

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

The San Luis Obispo County Special Education Local Plan Area (SELPA) Community Advisory Committee (CAC) is composed of parents of children with disabilities enrolled in public or private schools, parents of other pupils enrolled in school, pupils and adults with disabilities within the San Luis Obispo County SELPA, regular and special educators, other school personnel within the SELPA, representatives of other public and nonpublic agencies, and individuals interested in the education of children with disabilities.

The school boards of the participating LEAs shall appoint one or more members to the CAC.

Section B: Governance and Administration

SELPA San Luis Obispo County SELPA

Fiscal Year 2026-27

The Governance Council shall appoint one or more members at-large to the CAC. The appointed members are responsible to the Governing Board of each agency. The SELPA Governance Council shall establish policies for the operation of the CAC. The CAC serves the SELPA in an advisory capacity only, in accordance with Education Code and procedures specified in the SELPA Policy Manual.

The SELPA Governance Council will receive CAC meeting minutes as part of the Governing agendas. Regularly scheduled meetings are held to assist members in keeping well informed regarding programs and legislation for children with disabilities, and to foster closer communication with school administrators, educators, parents, and community. The CAC will advise and inform SELPA staff regarding community conditions, aspirations, and goals for children with disabilities.

The specific responsibilities of CAC are defined in Education Code 56194. These include, but are not limited to:

- Participate in the development, amendment, and review of the Local Plan and encourage community involvement in the development and review related to the Local Plan
- Recommend annual priorities to be addressed by the Local Plan
- Assist in parent education and in recruitment of parents and other volunteers who may contribute to the implementation of the Local Plan
- Encourage community involvement in the development and review of the Local Plan
- Support activities on behalf of children with disabilities
- Assist in parent awareness of the importance of regular school attendance
- Support community involvement in the parent advisory committee established pursuant to Section 52063 to encourage inclusion of parents of individuals with exceptional needs to the extent these pupils also fall within one or more definitions in Section 42238.01.

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

It is the agreement of the members of the San Luis Obispo County Special Education Local Plan Area (SELPA) that parents of students with disabilities and the general public shall be provided with the opportunity for comment concerning items on the agenda of the following SELPA Councils/ Committees:

SELPA San Luis Obispo County SELPA

Fiscal Year 2026-27

1. SELPA Governance Council

2. Community Advisory Committee

The makeup, role, and function of the above groups are defined in this Local Plan. Meetings held by these groups shall be considered Brown Act meetings in reference to the requirements for holding public hearing, providing adequate notice, and providing an opportunity for comment from the general public.

Representatives of member LEA (special education and regular education teachers and administrators), selected by groups they represent, and parent members of the CAC are regularly consulted during the Section B plan development process every three years through workgroups, and already established meetings structures.

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

San Luis Obispo County Special Education Local Plan Area (SELPA):

The San Luis Obispo County Office of Education shall be the Administrative Unit (AU). Under the direction of the SELPA, the AU shall act as the fiscal agent authorized to receive funds in accordance with the approval of the SELPA Governance Council, composed of the superintendents of each member LEA as their respective designated representative. The SELPA Executive Director is authorized by the SELPA Governance Council to implement the SELPA policies and specific SELPA Governance Council actions on behalf of the SELPA Governance Council and the SELPA. These responsibilities include, but are not limited to, the signing of official documents, state reports, and authorization of expenditures or distribution of funds as approved by the SELPA Governance Council.

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

When a Local Education Agency (LEA) decides that it cannot meet the special education needs of a student(s), the LEA may enter into an agreement to contract for services with another LEA within the SELPA in a non-regionalized class. When a Regional Program Provider operates a classroom identified as a regional classroom or when a LEA operates a class that has been transferred from one regional provider to another, that LEA must offer a contracted service/class.

Section B: Governance and Administration

SELPA San Luis Obispo County SELPA

Fiscal Year 2026-27

The following general provisions will govern Regional Program Providers when developing contracts for services:

1. The Regional Program providing LEA must provide space for any qualified student who requires placement in such regional classroom. Appropriateness of placement will be determined by the LEA providing the regional services, based on guidelines of this local plan and SELPA policy manual, which are the same for all students enrolled in member LEAs.

The Special Education Operations Committee Program Advisory Committee (SEOC PAC), composed of Special Education Administrators from each SELPA member LEA, serves as an advisory council for all regional program placement referrals to ensure that the continuum of special education services within the SELPA is available to all students. SEOC PAC meets in combination with SEOC, generally on a monthly basis.

2. A LEA which has transferred a class/service from a Regional Program Provider must allow all students who require such class/services to enroll. This includes opening new classes or adding service providers if necessary.

3. The Regional Program Provider will provide services and invoice Regional Program Consumers.

4. The costs of contracted services will be based on an average student cost in the program operated by the Regional Program Provider unless otherwise specified in a mutually agreed to Individual Service Agreement (ISA). See the Funding Allocation Plan and the SELPA Block Fee template for cost calculations.

5. Agreements between Regional Program Providers and a LEA concerning services for a specific student will be made based on the parameters established by the Individualized Education Program (IEP). All ISAs for each student will be written after the IEP team establishes the student's placement and service(s).

6. On-going student Individual Service Agreements (ISA) shall be completed by the Regional Program Provider and submitted to the Regional Program Consumer no later than October 31 of the current school year, in alignment with the SELPA Funding Allocation Plan.

10. For multi-LEA local plans, specify:

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

Adoption of the Local Plan requires consent of the Superintendent of each participating LEA, including the COE as a member LEA, on behalf of their respective governing boards. In adopting the Local Plan, each participating LEA agrees to carry out the duties and

responsibilities assigned to it within the plan.

Responsibilities of the Governing Board of each LEA shall include, but not be limited to:

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

- By approving the Local Plan, enter into an agreement with other local education agencies participating in the plan, for purpose of delivery of services and programs;
- Participate in the governance of the SELPA through their designated representative to the Governing Council. Governing boards provide the Governing Council with the authority to act as the board designee to approve and amend policies as necessary;
- Appoint members to the Community Advisory Committee.

Responsibilities of LEAs shall include, but not be limited to:

- Implementing child find activities;
- Deciding to operate, or not to operate, the special education programs and services as specified in the SELPA Local Plan;
- Cooperating with the SELPA in the provisions of staff development activities as specified in applicable sections of the education code;
- Providing program, employee, student, and fiscal information as needed to the SELPA to facilitate program coordination, fiscal accountability, budget preparation, staff acquisition, training and state, federal, and local reporting;
- Assisting the SELPA in regional planning and preparation of the Local Plan, annual programmatic, student and program evaluation, and fiscal reports as required by state and federal laws and regulations. This assistance includes participation in the Governing Council;
- Providing facilities for special education students;
- Placing a student in a comparable special education program, following SELPA procedures, when an identified student eligible for special education moves into the SELPA. An IEP review will be held within 30 days of an interim placement;
- Paying any attorney(s) fees required as a result of mediation or an administrative or court procedure;

Section B: Governance and Administration

SELPA San Luis Obispo County SELPA

Fiscal Year 2026-27

- Implementing any decisions or judgments, which is the result of a due process or complaint proceeding;
- Providing and coordinating transportation for special education students residing in the district as required in the IEP; and
- Implementing discipline policies for all students, including students eligible for special education, except as modified by IEP team decisions and incorporated into the child's IEP, following state and federal requirements.

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

Responsibilities of the superintendents of each participating Local Education Agency (LEA), including the COE as a member LEA, shall include, but not be limited to:

- Being responsible for special education programs operated by the LEA and for implementing all requirements of the Local Plan;
- Participating in the SELPA Governance Council.
- Conduct the evaluation of the SELPA Executive Director.

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

The Local Education Agencies are responsible for the coordination of special education services and programs within their agencies and for the implementation of the Local Plan. Special Education Administrators are given authority by the SELPA Governance Council to implement policies and procedures in accordance with the Local Plan.

The Special Education Administrators will make decisions by consensus. The SELPA Executive Director will present the minority and majority viewpoint to the SELPA Governance Council. The Special Education Administrators will meet regularly as the Special Education Operations Committee. The SELPA Executive Director will act as the facilitator of the meetings.

Meetings of Special Education Administrators shall include, but not be limited to:

- Information and recommendations for the development, modification and implementation of the Local Plan to the SELPA Governance Council;
- Procedures for identification, referral, assessment, IEP development, placement and services of individuals with disabilities as established by the Local Plan;

Section B: Governance and Administration

SELPA San Luis Obispo County SELPA

Fiscal Year 2026-27

- Recommendations to the establishment of new regional programs and/or closure of regional programs;
- Forms, procedures and recommendations for programs and services;
- SELPA-wide in-service/staff development activities, including parent education activities;
- Recommendations for Community Advisory Committee (CAC) membership;
- Solutions to problems encountered in meeting federal and state laws and regulations or SELPA policy;
- Alternative Dispute Resolution (ADR) strategies and implement the SELPA ADR process as an alternative to complaint procedures and due process.

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

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

Responsibilities of the Administrative Unit (AU) superintendent shall include, but not be limited to:

- Serve as chairperson of the SELPA Governance Council and arrange the schedule, time, and place for meetings of the SELPA Governance Council;
- Serve as the employer for personnel who have responsibilities throughout the Local Plan area which will include, but not be limited to, the SELPA staff. Employment of such personnel will be in accordance with personnel policies and practices of the San Luis Obispo County Office of Education including hiring, supervision, evaluation, and discipline;
- Employ appropriate certificated and classified personnel in support of the Local Plan; and
- Provide suitable office space for both certificated and classified employees of the SELPA.

The SELPA administrator participates in the hiring of, provides supervision of, and conducts the evaluation of SELPA staff.

The SELPA Governance Council, composed of the superintendents of each member LEA as their respective designated representative, is the evaluating body of the SELPA administrator.

SELPA San Luis Obispo County SELPA

Fiscal Year 2026-27

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

The local method used to distribute federal and state funds, described below, is facilitated by the SELPA Executive Director, with meaningful discussion that includes the AU and SELPA Governance Council composed of member LEAs, with approval by the SELPA Governance Council, composed of the superintendents of each member LEA as their respective designated representative.

The San Luis Obispo County SELPA Local Plan and SELPA Funding Allocation Plan determines how revenue allocated to the SELPA will be distributed to its member LEAs. This outlines which funding sources will be pooled, shared, or distributed to member LEAs. These decisions are agreed to by member LEAs according to meaningful discussions which often include consideration of any potential negative impacts to students, families, and staff, as well as to individual LEAs. Limited special education funding requires our member LEAs to work together to ensure programs exist from our most well-funded to our most rural and remote LEAs.

In the San Luis Obispo County SELPA, it shall be the policy to adopt the annual budget plan in a public meeting and include it with the Local Plan. Further, the SELPA Funding Allocation Plan is revised and adopted each year by the SELPA Governance Council. The SELPA Funding Allocation plan ensures that cost effective services are available for all Students with Disabilities within the SELPA. The plan equitably allocates state and federal revenue to the LEAs using the adopted revenue distribution process.

The plan does not create incentive to place students in special education programs. The plan accommodates ADA growth and decline of individual LEAs and the addition of other special education program providers such as charter schools.

The SELPA office prepares and distributes state and federal funds according to the adopted SELPA Funding Allocation Plan. The prior year use of services and the current year SELPA-wide funding is the basis for budgeting. The plan reflects the actual cost of services used by students and each LEA is responsible for paying for services provided to their students through their federal, state, and local revenues. Some services, as noted in the allocation plan, are paid for by all LEAs in the Local Plan. Most state and federal dollars are passed through to the LEAs with the exception of SELPA administrative costs; a percentage of low incidence funding reserved for equipment and service requests; a percentage of funds for a high cost pool; a percentage of funds for a non-public school educational services pool; Preschool Staff Development funds; a percentage of Preschool IDEA dollars for program support; a percentage of IDEA dollars for program support; Workability program funds; We-Can-Work funds; and dollars to support the alternative dispute resolution. For all new special education revenues since 2020, the SELPA does not have to attribute indirect cost rates to the AU.

SELPA San Luis Obispo County SELPA

Fiscal Year 2026-27

In addition to the above description of funds, two additional funding models serve the San Luis Obispo County SELPA.

State and Federal revenue for Educationally Related Social-Emotional Services and Supports (ERSESS) is provided directly to the member LEAs rather than flowing through the SELPA. To ensure students who require these supports through their IEPs continue to receive high-quality, consistent services, member LEAs maintain a collective commitment to a shared funding and service delivery model. Through the SELPA Governance Council, member LEAs contribute the necessary funds to sustain a consistent county-wide support system. This collaborative model includes SELPA-level supervision of ERSESS providers for small LEAs and coordinated programmatic support to ensure a full continuum of therapeutic options. Per the SELPA ERSESS MOU, the SELPA facilitates an annual meeting each Fall to analyze the service delivery data and revisit the funding allocation model, ensuring that the transparent and collaborative governance process remains responsive to the needs of all students with disabilities within the region.

In the 2025-26 school year, the SELPA Governance approved the contracts and funding model to open a Nonpublic School (NPS). This NPS funding model utilizes a “collective program operation” and “pay by seat” structure. For the 2025-26 school year only, the \$300,000 high-cost pool was utilized to decrease the “per seat” cost as the program was established. There is an executed NPS MOU outlining the SELPA member responsibilities to keep the NPS operational and part of the special education continuum available.

The San Luis Obispo County SELPA has a long history of collaborative local decision-making in both service provision and fiscal allocation. When questions of perceived fairness or program quality arise, all concerns are properly brought to the attention of the SELPA Governance Council and to the SELPA Executive Director, and are then formally agendaized for discussion. This process generally leads to a thorough discussion of the questions at hand. Through the SELPA Governance Council, districts are able to engage in a thoughtful review and are provided ample time to provide input, formal recommendations for change, and when appropriate, to take formal action.

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

Each Local Education Agency (LEA) shall provide special education and related services to all eligible students within its boundaries, including students attending charter schools where a LEA of the SELPA has granted that charter, unless a charter is designated as an independent LEA for special education. Each LEA shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the LEA of residence programs.

Such cooperation ensures that a range of program options is available throughout the SELPA. LEAs may enter into additional contractual arrangements to meet the requirements of applicable

Section B: Governance and Administration

SELPA San Luis Obispo County SELPA

Fiscal Year 2026-27

federal and state law.

The County Office of Education, also the AU and a member LEA, shall provide special education and related services to all eligible students enrolled in the community school, juvenile court school, and infant programs. Additionally, they operate special education programs for students who require specialized programming for Deaf and Hard of Hearing and intensive therapeutic services.

The SELPA Executive Director facilitates meaningful discussion with member LEAs but the SELPA does not serve a formal role in the direct operation of special education programs.

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

The SELPA Executive Director and the Administrative Unit (AU) shall be responsible to monitor on an annual basis the appropriate use of all funds allocated for special education programs, which includes completion of Federal grant expenditure reporting. Final determination and action regarding the appropriate use of special education funds shall be made by the SELPA Governance Council, composed of the superintendents of each member LEA as their respective designated representative, through the annual budget plan process and reflect the principles and policies of the adopted Funding Allocation Plan.

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

Determination of expenditures begins at the Individual Education Program (IEP) level where the IEP team, in collaboration with the itinerant low incidence provider, agrees there is a need for special low incidence equipment, materials and/or services to provide access to the curriculum and support the learning of an eligible student, in accordance with the SELPA Policy Manual. The district special education director reviews this identified need. The requesting LEA will research the cost and location of the requested item. Upon receipt of the completed packet, the SELPA Executive Director or designee will review all requests. If requests meet requirements, the requesting LEA will be notified to order the equipment or materials. Information about approved low incidence equipment or materials will be provided to the LEA Special Education Directors. Efforts will be made to support opportunities that serve pupils in the least restrictive environment by using appropriate equipment and materials. The SELPA office keeps an inventory of all items purchased and students to whom assigned. Specialized equipment may be transferred to another educational agency if the pupil no longer needs the equipment or transfers out of the SELPA. No specialized equipment shall be transferred out of the SELPA without the approval of the SELPA Executive Director. The SELPA Low Incidence Procedurals Manual outlines the processes,

Section B: Governance and Administration

SELPA

Fiscal Year

Policies, Procedures, and Programs

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

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

Policy/Procedure Number:

Document Title:

Document Location: https://www.sloselpa.org/governance/"/>

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location: https://www.sloselpa.org/governance/"/>

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

Section B: Governance and Administration

SELPA

Fiscal Year

adopted by the SELPA as stated:

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location: https://www.sloselpa.org/governance/"/>

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location: https://www.sloselpa.org/governance/"/>

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

Yes No

Section B: Governance and Administration

SELPA

Fiscal Year

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

Policy/Procedure Number:

Document Title:

Document Location: https://www.sloselpa.org/governance/"/>

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location: https://www.sloselpa.org/governance/"/>

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

Yes No

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

Policy/Procedure Number:

Document Title:

Section B: Governance and Administration

SELPA

Fiscal Year

Document Location:

"It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate." The policy is adopted by the SELPA as stated:

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children participating in early intervention programs under the Individuals with Disabilities Education Act (IDEA), Part C, and who will participate in preschool programs, experience a smooth and effective transition to preschool programs in a manner consistent with 20 USC Section 1437(a)(9). The transition process shall begin prior to the child's third birthday."The policy is adopted by the SELPA as stated:

Yes No

Section B: Governance and Administration

SELPA

Fiscal Year

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

Policy/Procedure Number:

Document Title:

Document Location: https://www.sloselpa.org/governance/"/>

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location: https://www.sloselpa.org/governance/"/>

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

Yes No

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

Policy/Procedure Number:

Document Title:

Section B: Governance and Administration

SELPA

Fiscal Year

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

Section B: Governance and Administration

SELPA

Fiscal Year

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

Policy/Procedure Number:

Document Title:

Document Location: https://www.sloelpa.org/governance/"/>

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location: https://www.sloelpa.org/governance/"/>

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location: https://www.sloelpa.org/governance/"/>

"It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to

Section B: Governance and Administration

SELPA

Fiscal Year

supplement and not to supplant state, local, and other federal funds." The policy is adopted by the SELPA as stated:

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location: https://www.sloselpa.org/governance/"/>

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

Yes No

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

Policy/Procedure Number:

Policy/Procedure Title:

Document Location: https://www.sloselpa.org/governance/"/>

"It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:

Yes No

20. Suspension and Expulsion: 20 USC Section 1412(a)(22); EC 56205(a)(19)

Policy/Procedure Number:

Document Title:

Section B: Governance and Administration

SELPA

Fiscal Year

Document Location: https://www.sloselpa.org/governance/"/>

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location: https://www.sloselpa.org/governance/"/>

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location: https://www.sloselpa.org/governance/"/>

"It shall be the policy of this LEA to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities." The policy is adopted by the SELPA as stated:

Yes No

23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25); EC 56205(a)(22)

Policy/Procedure Number:

Section B: Governance and Administration

SELPA

Fiscal Year

Document Title:

Document Location: https://www.sloelpa.org/governance/"/>

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

Yes No

Administration of Regionalized Operations and Services

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

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

Document Title:

Document Location: https://www.sloelpa.org/governance/"/>

The San Luis Obispo County SELPA is comprised of all public school districts within the county, the San Luis Obispo County Office of Education (SLOCOE), and the Local Education Agencies (LEAs); all of whom have joined in a cooperative effort to provide for the coordinated delivery of programs and services and assurance of equal access to such programs and services to eligible persons with disabilities requiring special education in the service region. Each LEA shall be responsible for adoption and implementation of the Local Plan as outlined.

The governing body of the SELPA is the SELPA Governance Council that is composed of the superintendents as the designated representatives of their respective LEAs comprising the SELPA. Policies and procedures adopted by the SELPA Governance Council provide direction for all aspects of the SELPA, including uniform practices to be used by all LEAs in the provision of special education programs and

Section B: Governance and Administration

SELPA

Fiscal Year

Description:

services as outlined in the Local Plan.

SLOCOE shall serve as the AU for the SELPA, and the county superintendent of schools is the superintendent of the AU. The county superintendent is designated as the employer of the staff for the SELPA. The SELPA staff, under the direction of the SELPA Executive Director, implements the policies and decisions that are enacted by the SELPA Governance Council. The SELPA's legal status is that of an unincorporated association.

Regionalized Services shall include, but not be limited to:

- Interagency coordination and development of agreements;
- Nonpublic school/agency coordination and development of master contracts on behalf of member LEAs and uniform procedures for individual service agreements (ISA);
- Provision of program specialist services; and
- Evaluation, program review, and data collection.

2. Coordinated system of identification and assessment:

Document Title:

Document Location:

https://www.sloselpa.org/governance/"/>

Description:

The SELPA Governance Council, composed of member LEAs, including the Administrative Unit (AU), have meaningful discussion with the SELPA Executive Director to collaborate in the development and updating of this local plan to ensure a coordinated system of identification and assessment is in place.

The San Luis Obispo County SELPA carries out a variety of activities to ensure that all individuals ages 0-21 with disabilities residing within its jurisdiction who are in need of special education and related services, are identified, located, and evaluated. These individuals include students with disabilities that are homeless, wards of the State, and/or attending private schools. These activities include maintaining an ongoing system of coordination, documentation, and reporting with regard to child find and public awareness activities throughout the SELPA, as required by statutes and regulations.

3. Coordinated system of procedural safeguards:

Document Title:

Document Location:

https://www.sloselpa.org/governance/"/>

Section B: Governance and Administration

SELPA San Luis Obispo County SELPA

Fiscal Year 2026-27

Description:

The SELPA Governance Council, composed of member LEAs, including the Administrative Unit (AU), have meaningful discussion with the SELPA Executive Director to collaborate in the development and updating of this local plan to ensure a coordinated system of procedural safeguards is in place.

Each LEA shall ensure that parents be afforded all procedural safeguards and receive written notification of their procedural safeguards including their right to file a complaint or for a due process hearing. A copy of the procedural safeguards shall be offered to the parents, at least one time a year: 1) initial referral; 2) parent request for evaluation; 3) first filing for a due process hearing; or 4) upon parent request.

The notice of procedural safeguards shall be available in the primary language of parents upon their request, unless to do so is clearly not feasible. The written notice shall be in a language easily understood by the general public and shall include the following: 1) the right to initiate a referral of a child for special education services; 2) the right to obtain an independent educational evaluation; 3) the right to participate in the development of the IEP and to be informed of the availability of a free and appropriate public education (FAPE) and of all alternative programs, both public and nonpublic.

Planning for the needs of non-English speaking parents shall include access to interpreters and translators, unless to do so is clearly not feasible. The procedural safeguards are maintained by the SELPA office. The SELPA will update the procedural safeguards on an as needed basis due to changes in the federal or state law.

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

Document Title: SELPA Procedures for Determining Personnel Development Needs (LP 23.2)

Document Location: 8005 Morro Road, Atascadero, CA 93422, SELPA Office
<https://www.sloelpa.org/governance/>

Description:

The SELPA Governance Council, composed of member LEAs, including the Administrative Unit (AU), have meaningful discussion with the SELPA Executive Director to collaborate in the development and updating of this local plan to ensure a coordinated system of staff development and parent and guardian education.

The SELPA member LEAs agree that laws regulating special education recognize the value of providing information for all persons concerned with individuals with disabilities. Priority is placed on continuing staff, parent, and community trainings. The SELPA will provide leadership and support in this effort. The SELPA selects specific areas for staff

Section B: Governance and Administration

SELPA San Luis Obispo County SELPA

Fiscal Year 2026-27

development based on input from parents via the Community Advisory Committee, regular and special education staff, and administrators. The results are used to design the annual professional development plan.

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

Document Title: Full Access to Core Curriculum (SRP 19.1)

Document Location: 8005 Morro Road, Atascadero, CA 93422, SELPA Office
<https://www.sloselpa.org/governance/>

Description:

The SELPA Governance Council, composed of member LEAs, including the Administrative Unit (AU), have meaningful discussion with the SELPA Executive Director to collaborate in the development and updating of this local plan to ensure a coordinated system of curriculum development and alignment with the core curriculum.

Each LEA shall ensure that students with disabilities will have full access to the following unless otherwise provided in a student's IEP:

- All required core curriculum, including state adopted core curriculum textbooks, supplementary textbooks; and
- Instructional materials support in order for students with disabilities to attain higher standards in reading

6. Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system:

Document Title: Coordinated System Internal Program Review (LP 21.2)

Document Location: 8005 Morro Road, Atascadero, CA 93422, SELPA Office
<https://www.sloselpa.org/governance/>

E.C. 56600 was written, in part, to ensure that SELPAs participate with all State efforts to provide for ongoing comprehensive evaluation of special education programs in order to refine and improve programs, policies, regulations, guidelines, and procedures on a continuing basis and to assess the overall merits of these efforts.

Role of the SELPA Governance Council: The SELPA Governance Council, composed of member LEAs, including the Administrative Unit (AU), have meaningful discussion with the SELPA Executive Director, shall be responsible for adopting policies relating to the Local Plan, evaluating the special education plan yearly in order to ensure that all students with disabilities are being served, and adopt the SELPA Budget and Service Plans.

Role of the Program Specialist: The Program Specialist shall provide direct instructional support, teacher coaching, training, and coordination of curricular resources (academic, social-emotional, and behavior) to

Section B: Governance and Administration

SELPA San Luis Obispo County SELPA

Fiscal Year 2026-27

Description:

assist with educational accountability, equity and inclusion. The Program Specialist shall provide support for Alternative Dispute Resolution (ADR) through consultation, conferencing, coaching, and facilitation.

Role of the Program Coordinator: The Program Coordinator shall provide direct supervision of the Educationally Related Social Emotional Supports and Services (ERSESS) mental health provider for the small LEAs within the San Luis Obispo County SELPA; support all member LEAs in the search, placement needs, and monitoring of non-public schools (NPS) and residential treatment centers (RTC); and coordinate agency collaboration in support of students with disabilities in foster care, homeless, and English learners. The Program Coordinator shall provide direct instructional support, teacher coaching, training, and coordination of curricular resources (academic, social-emotional, and behavior) to assist with educational accountability, equity and inclusion.

Role of the SELPA Executive Director: The SELPA Executive Director will provide technical assistance, professional learning opportunities, compliance and monitoring support, consultation on the plan as requested or as determined appropriate, and meet regularly with LEA special education administrators to monitor implementation of the Local Plan.

Role of the LEAs: The LEAs will determine their needs for curriculum development, alignment with the core curriculum and professional development. In addition, regularly review policies and procedures with staff for implementation of the Local Plan.

The SELPA, in partnership with the Educational Support Services Department at the SLO County Office of Education, strives to engage in one system of support. This partnership provides comprehensive alignment to member LEAs to ensure the systems and structures within each district are supportive for all students, including students with disabilities. Through collaboration, the SELPA provides consultation to the development of the LCAP as well as the process of Differentiated Assistance. This coordinated effort ensures efficiency of the supports provided across agencies to member LEAs.

7. Coordinated system of data collection and management:

Document Title: Regionalized Services (SRP 19.4)

Document Location: 8005 Morro Road, Atascadero, CA 93422, SELPA Office
<https://www.sloelpa.org/governance/>

Section B: Governance and Administration

SELPA San Luis Obispo County SELPA

Fiscal Year 2026-27

Description:

The SELPA Governance Council, composed of member LEAs, including the Administrative Unit (AU), have meaningful discussion with the SELPA Executive Director to collaborate in the development and updating of this local plan to ensure a coordinated system of data collection and management.

The San Luis Obispo SELPA coordinates program review across LEAs, conducts evaluations, and supervises data collection and development of the management information system and reporting at the state level.

8. Coordination of interagency agreements:

Document Title:

Coordination with Other Local Agencies (LP 21.4)

Document Location:

8005 Morro Road, Atascadero, CA 93422, SELPA Office
<https://www.sloselpa.org/governance/>

Description:

The SELPA Governance Council, composed of member LEAs, including the Administrative Unit (AU), have meaningful discussion with the SELPA Executive Director to collaborate in the development and updating of this local plan to ensure a coordinated system of interagency coordination support to LEAs as needed.

Provision of Services From Other Agencies:

The LEA is responsible for obtaining all services and service providers as required in the IEP. The LEA shall monitor the statutory timelines to ensure that services are provided without delays.

Procedures for Obtaining Related Services Provided by Another Agency: The San Luis Obispo County SELPA has an interagency agreement with Tri-Counties Regional Center (TCRC). TCRC provides various support services to eligible clients based on Regional Center eligibility criteria.

There is also an inter-agency agreement with the Community Action Partnership of San Luis Obispo County (CAPSLO) providing Head Start, Early Head Start, Migrant and Seasonal Head Start, State Child Development programs, and Help Me Grow, all outlined as Child, Youth, and Family Services (CYFS). CAPSLO provides various early learning services and supports to eligible clients based on their eligibility criteria. There is also an inter-agency agreement with California Children's Services (CCS), which provides occupational therapy and physical therapy when it is medically necessary. These services are not provided through the IEP.

Assurance of Services When Another Agency Fails to Provide Related Services: When another agency providing a related service fails to

Section B: Governance and Administration

SELPA San Luis Obispo County SELPA

Fiscal Year 2026-27

provide the service listed on the IEP, the LEA is responsible and shall provide the service in accordance with an IEP, unless otherwise provided by law, without a disruption in service, and at no cost to the parent. The LEA would then have the option of seeking reimbursement from the agency through due process.

Agency Participation in an IEP, which Addresses Post Secondary Transition: Section 300.21 (b)(3) states: "To the extent appropriate, with the consent of the parents or a child who has reached the age of majority, in implementing the requirements of paragraph (b)(1) [Transition services participants] of this section, the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services."

a. LEAs shall invite potentially responsible participating agencies to most IEPs that relate to transition.

b. LEAs shall obtain consent from the parents/student prior to inviting possible responsible agencies.

c. LEAs shall document:

- Attempts to gain permission from the parents/student to invite possible participating agencies.
- Invitation of participating agencies

9. Coordination of services to medical facilities:

Document Title: Services to Hospital, Foster Family Homes/Licensed Children's Institution & Juvenile Court School Students (LP 22.3)

Document Location: 8005 Morro Road, Atascadero, CA 93422, SELPA Office
<https://www.sloelpa.org/governance/>

Description:

The SELPA Governance Council, composed of member LEAs, including the Administrative Unit (AU), have meaningful discussion with the SELPA Executive Director to collaborate in the development and updating of this local plan to ensure the coordination of services to medical facilities.

The San Luis Obispo County SELPA has made provisions for service delivery to hospitalized individuals with disabilities.

The Local Education Agency in which the hospital is located is responsible for providing the service. The district of residence shall cooperate in sending pertinent school records to the district of service.

Section B: Governance and Administration

SELPA San Luis Obispo County SELPA

Fiscal Year 2026-27

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

Document Title:	Services to Hospital, Foster Family Homes/Licensed Children's Institution & Juvenile Court School Students (LP 22.3)
Document Location:	8005 Morro Road, Atascadero, CA 93422, SELPA Office https://www.sloselpa.org/governance/
Description:	<p>Role of the RLA/AU: The role of the RLA/AU related to the coordination of services to LCIs and foster family homes is the same as the role of each LEA.</p> <p>Role of the SELPA Administrator: The SELPA administrator facilitates the coordination of these services by the designated LEAs.</p> <p>Role of the LEAs: Each LEA shall be responsible for the provision of special education and related services to students with disabilities residing in LCIs and foster homes located within the geographical area of the LEA, subject to the right of an Education Rights Holder to exercise school of origin rights with the LEA that was serving the child at the initial detention or any subsequent change in placement of a foster child. Each LEA shall first consider services operated by the LEA and then by regionalized providers. If the special education services available within the entities are not appropriate, then the district shall contract with an appropriate NPA service provider for implementation of the pupil's IEP.</p>

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

Document Title:	Preparation and Transmission of Required SELPA Reports (SRP 21.1)
Document Location:	8005 Morro Road, Atascadero, CA 93422, SELPA Office https://www.sloselpa.org/governance/
	<p>The SELPA Governance Council, composed of member LEAs, including the Administrative Unit (AU), have meaningful discussion with the SELPA Executive Director to collaborate in the development and updating of this local plan outlining the preparation and transmission of required special education local plan area reports.</p> <p>The California Department of Education (CDE) requires each SELPA to collect specified data and transmit it.</p> <p>The San Luis Obispo County SELPA shall collect, prepare and submit all information required by the CDE, Special Education Division including statistical data, program information and fiscal information related to the programs and services for children with disabilities in the SELPA in accordance with established timelines.</p> <p>The SELPA implements a data collection and storage system that provides for the management and reporting of required data for state and federal systems. The SELPA coordinates with California Longitudinal Pupil Achievement Data System (CALPADS) to collect and report all required data related to special education</p>

Section B: Governance and Administration

SELPA San Luis Obispo County SELPA

Fiscal Year 2026-27

Description:

program services, and to provide other pertinent information.

SELPA staff support member LEAs in the collection and reporting of required information including data related to compliance, due process procedures, availability of services, performance indicators, etc. The SELPA staff provide support for a system that is responsive to the data needs of the LEAs and implements a continuous improvement model of data collection. The SELPA staff meet with each LEA monthly to review data compliance, accuracy, and integrity.

LEAs develop and implement improvement monitoring plans required by the CDE based on the submitted reports. For those LEAs who are found to be non-compliant based on data from the Annual Performance Report, the SELPA provides technical assistance and support to ensure the LEAs are engaged in improvement practices. The SELPA supports districts identified for Smalls monitoring, IEP implementation monitoring, targeted and intensive monitoring, disproportionality/significant disproportionality monitoring, timeline noncompliance monitoring, and restraint/seclusion monitoring.

12. Fiscal and logistical support of the CAC:

Document Title: Community Advisory Committee (CAC) (SRP 24.2)

Document Location: 8005 Morro Road, Atascadero, CA 93422, SELPA Office
<https://www.sloselpa.org/governance/>

Description:

The SELPA Governance Council, composed of member LEAs, including the Administrative Unit (AU), have meaningful discussion with the SELPA Executive Director to collaborate in the development and updating of this local plan to ensure fiscal and logistical support of the CAC.

The San Luis Obispo County SELPA provides fiscal and logistical support for CAC meetings, events, and workshops that are aligned with implementation of the local plan. Regularly scheduled meetings are held to help members keep well informed regarding programs and legislation for children with disabilities and to foster closer communication with school administrators, educators, parents, and the community. The CAC is allocated \$1,500 annually as outlined in the SELPA Funding Allocation Plan. The CAC membership approves the use of funds at regular business meetings. LEA directors facilitate regular communication/or meetings with their CAC representative(s) from the LEA as outlined in the CAC bylaws.

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

Document Title: Transportation for Students with Disabilities Document (LP 8.1)

Document Location: 8005 Morro Road, Atascadero, CA 93422, SELPA Office
<https://www.sloselpa.org/governance/>

The SELPA Governance Council, composed of member LEAs, including the Administrative Unit (AU), have meaningful discussion with the SELPA Executive Director to collaborate in the development and updating of this local plan to support the coordination of transportation services for individuals with exceptional needs.

Section B: Governance and Administration

SELPA San Luis Obispo County SELPA

Fiscal Year 2026-27

Description:

The San Luis Obispo County SELPA shall ensure that transportation services are provided for students with disabilities as specified in their IEP. LEAs shall make transportation available for students at no cost to parent/guardian when specified as a related service in the student's IEP. The LEA shall establish criteria and procedures for determining the most appropriate mode of transportation for an individual student based on identified needs as determined in the IEP. Arrivals and departures shall not reduce the length of the school day for these students except as determined by the IEP process.

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

Document Title:

Coordination of Career & Vocational Education & Transition Services (SRP 2.1)

Document Location:

8005 Morro Road, Atascadero, CA 93422, SELPA Office
<https://www.sloselpa.org/governance/>

Description:

The SELPA Governance Council, composed of member LEAs, including the Administrative Unit (AU), have meaningful discussion with the SELPA Executive Director to collaborate in the development and updating of this local plan outlining the coordination of career and vocational education and transition services.

As a condition of receiving funds apportioned to the SELPA for regionalized operations and services, coordination of career and vocational education and transition services are required.

The San Luis Obispo SELPA provides coordination by:

- Partnering with state and local agencies for career and vocational education;
- Administering a Workability-1 and We Can Work grants to provide vocational skill building and employment opportunities to students;
- Providing professional coaching in the LEAs for developing and providing appropriate transition services;
- Supporting LEAs in implementing transition services in the IEP;
- Ensuring appropriate inter-agency agreements are in place to facilitate connection to agencies, as appropriate;
- Providing parent professional learning and networking for post-secondary opportunities for students who transition from high school;
- Supporting program development and innovation of special methods

Section B: Governance and Administration

SELPA

Fiscal Year

15. Assurance of full educational opportunity:

Document Title:

Document Location: https://www.sloselpa.org/governance/"/>

Description:

16. Fiscal administration and the allocation of state and federal funds pursuant to EC Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Document Title:

Document Location: https://www.sloselpa.org/governance/"/>

Section B: Governance and Administration

SELPA San Luis Obispo County SELPA

Fiscal Year 2026-27

Governance Council and the SELPA. These responsibilities include, but are not limited to, the signing of official documents, state reports, and authorization of expenditures or distribution of funds as approved by the Governance Council.

The SELPA Governance Council shall adopt a budget calendar and allmandated budget adoption and cost accounting procedures required by law.

The SELPA is required to develop an Annual Budget Plan. The SELPA Governance Council shall conduct the public meeting as required. The purpose of the Annual Budget Plan is to provide the public with an overview of the resources available as allocated within the SELPA.

The SELPA Governance Council shall adopt policies to allocate and distribute funds. All federal and state special education funds shall be allocated to the SELPA AU for distribution to LEAs according to an approved special education funding allocation plan. Any changes to the allocation of federal and state special education funds shall be made by the SELPA Governance Council.

The San Luis Obispo County SELPA has a long history of collaborativelocal decision-making in both service provision and fiscal allocation.

When questions of perceived fairness or program quality arise, all concerns are properly brought to the attention of the SELPA Governance Council and to the SELPA Executive Director, and are then formally agendized for discussion. This process generally leads to a thorough discussion of the questions at hand. Through the SELPA Governance Council, districts are able to engage in a thoughtful review and are provided ample time to provide input, formal recommendations for change, and when appropriate, to take formal action.

The San Luis Obispo County SELPA Local Plan and SELPA Funding Allocation Plan determines how revenue allocated to the SELPA will be distributed to its member LEAs. This outlines which funding sources will be pooled, shared, or distributed to member LEAs. These decisions are agreed to by member LEAs according to meaningful discussions which often include consideration of any potential negative impacts to students, families, and staff, as well as to individual LEAs. Limited special education funding requires our member LEAs to work together to ensure programs exist from our most well-funded to our most rural and remote LEAs.

Section B: Governance and Administration

SELPA San Luis Obispo County SELPA

Fiscal Year 2026-27

Description:

In the San Luis Obispo County SELPA, it shall be the policy to adopt the annual budget plan in a public meeting and include it with the Local Plan. Further, the SELPA Funding Allocation Plan is revised and adopted each year by the SELPA Governance Council. The SELPA Funding Allocation plan ensures that cost effective services are available for all students within the SELPA. The plan equitably allocates state and federal revenue to the LEAs using the adopted revenue distribution process.

The plan does not create incentive to place students in special education programs. The plan accommodates ADA growth and decline of individual LEAs and the addition of other special education program providers such as charter schools.

The SELPA office prepares and distributes state and federal funds according to the adopted SELPA Funding Allocation Plan. The prior year use of services and the current year SELPA-wide funding is the basis for budgeting. The plan reflects the actual cost of services used by students and each LEA is responsible for paying for services provided to their students through their federal, state, and local revenues. Some services, as noted in the allocation plan, are paid for by all LEAs in the Local Plan. Most state and federal dollars are passed through to the LEAs with the exception of SELPA administrative costs; a percentage of low incidence funding reserved for equipment and service requests; a percentage of funds for a high cost pool; a percentage of funds for a non-public school educational services pool; Preschool Staff Development; a percentage of Preschool IDEA dollars for program support; Workability program; and dollars to support the alternative dispute resolution. For all new special education revenues since 2020, the SELPA does not have to attribute indirect cost rates to the AU.

In addition to the above description of funds, two additional funding models serve the San Luis Obispo County SELPA.

State and Federal revenue for Educationally Related Social-Emotional Services and Supports (ERSESS) is provided directly to the member LEAs rather than flowing through the SELPA. To ensure students who require these supports through their IEPs continue to receive high-quality, consistent services, member LEAs maintain a collective commitment to a shared funding and service delivery model. Through the SELPA Governance Council, member LEAs contribute the necessary funds to sustain a consistent county-wide support system. This collaborative model includes SELPA-level supervision of ERSESS providers for small LEAs and coordinated programmatic support to

Section B: Governance and Administration

SELPA San Luis Obispo County SELPA

Fiscal Year 2026-27

ensure a full continuum of therapeutic options. Per the SELPA ERSESS MOU, the SELPA facilitates an annual meeting each Fall to analyze the service delivery data and revisit the funding allocation model, ensuring that the transparent and collaborative governance process remains responsive to the needs of all students with disabilities within the region.

In the 2025-26 school year, the SELPA Governance approved the contracts and funding model to open a Nonpublic School (NPS). This NPS funding model utilizes a “collective program operation” and “pay by seat” structure. For the 2025-26 school year only, the \$300,000 high-cost pool was utilized to decrease the “per seat” cost as the program was established. There is an executed NPS MOU outlining the SELPA member responsibilities to keep the NPS operational and part of the special education continuum available.

Any changes in how dollars currently allocated through the San Luis Obispo County SELPA are delivered in the future shall not disrupt standing agreements that ensure engagement and discussion for the benefit of all students with disabilities within our member LEAs. Any proposed changes will not alter the transparent and collaborative functioning of our local governance process.

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

Document Title: Program Specialist Services (SRP 19.5)

Document Location: 8005 Morro Road, Atascadero, CA 93422, SELPA Office
<https://www.sloselpa.org/governance/>

The SELPA Governance Council, composed of member LEAs, including the Administrative Unit (AU), have meaningful discussion with the SELPA Executive Director to collaborate in the development and updating of this local plan regarding direct instructional program support provided by program specialists.

In the San Luis Obispo SELPA, program specialist services are provided as part of the regionalized services. Program specialists provide a range of services including, but not limited to:

- Observe, consult with, and assist regular and special education staff;
- Plan programs, coordinate curricular resources, and share in the evaluation of program effectiveness for children with disabilities;

Section B: Governance and Administration

SELPA San Luis Obispo County SELPA

Fiscal Year 2026-27

Description:

- Assist with program development and innovation of special methods and approaches;
- Provide coordination, consultation and program development in one or more specialized areas of expertise;
- Provide support for Alternative Dispute Resolution (ADR) through participation in and/or facilitate IEP team meetings when technical assistance is requested, parent conferencing and coaching, and IEP team collaboration and coaching;
- Consult with principals and administrators who operate special education programs;
- Provide or assist with staff development trainings and parent and community member informational workshops.

Special Education Local Plan Area Services

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

Document Title: Provision of Special Education Services to Students with Disabilities (LP 4.1)

Document Location: 8005 Morro Road, Atascadero, CA 93422, SELPA Office
<https://www.sloelpa.org/governance/>

Description:

The San Luis Obispo County SELPA provides a comprehensive special education continuum for children from birth to age five. The SELPA Governance Council has approved procedural guidance for Early Start and Preschool Children with Disabilities.

Early Start (Birth to age 3): A collaboration between Tri-Counties Regional Center (TCRC), SLOCOE, and local vendors. Support is provided in natural environments (home/community) whenever possible. SLOCOE serves children with solely low-incidence disabilities (e.g., deafness, visual/orthopedic impairments). Eligible children receive an Individualized Family Service Plan (IFSP) reviewed every three months.

Preschool (Ages 3-5): Children transition to Preschool programs by their third birthday to receive FAPE, requiring one of 13 federal disabling conditions or an established medical disability with high predictability of needing services. The LEA where the child resides must ensure an IEP is implemented by age three, emphasizing the Least Restrictive Environment (LRE), educating children with non-disabled peers to the maximum extent appropriate.

Transitional Kindergarten (TK)/Kindergarten (K) (Ages 4-5): Children who meet the age requirement are eligible to enroll in TK or K and receive FAPE within the public school setting.

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

Section B: Governance and Administration

SELPA

Fiscal Year

Document Title:

Document Location: https://www.sloelpa.org/governance/"/>

Description:

Section B: Governance and Administration

SELPA San Luis Obispo County SELPA

Fiscal Year 2026-27

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

Document Title:	Dispute Resolution (SRP 19.10)
Document Location:	8005 Morro Road, Atascadero, CA 93422, SELPA Office https://www.sloselpa.org/governance/
Description:	If a LEA disagrees with a decision or practice of another LEA, the SELPA office, or the AU, that LEA has a responsibility to discuss and attempt resolution of the disagreement with the party, or parties, directly involved. The parties involved will present the issues to their respective superintendents, or designees, who will attempt to resolve the matter. Either party may request the direct assistance of the SELPA Executive Director, or Chair of the SELPA Governance Council, or the services of a neutral mediator from outside the SELPA. In the event the issue has not been resolved, either party may request that the issue be placed on the SELPA Governance Council agenda. The decision of the SELPA Governance Council shall be final. The SLO SELPA has an approved litigation policy to reference as needed and appropriate.

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

Document Title:	Initial/Annual Plan Review/Eligibility Evaluation (LAR 6.1)
Document Location:	8005 Morro Road, Atascadero, CA 93422, SELPA Office https://www.sloselpa.org/governance/
Description:	Parents and other concerned individuals may refer students for special education when needs cannot be met with modifications of the regular instructional program. Parents and other concerned individuals may also refer infants and preschoolers who are suspected of having a disability. Children between birth and 2 years 11 months of age are assessed by the San Luis Obispo County Office of Education. Children between the ages of 3 to 21, who are referred to special education, are assessed by the district of residence. A student is referred for special education assessment only after the resources and modifications of the regular education program have been implemented, documented, and found to be insufficient. In the event that classroom modifications have not met the student's educational needs, referral for special education assessment is made. Parents shall be notified, in writing, that their child has been referred for assessment for possible special education services. Parental written consent to assess is required for the process to continue.

Section B: Governance and Administration

SELPA San Luis Obispo County SELPA

Fiscal Year 2026-27

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

Document Title:	Nonpublic, Nonsectarian School and Agency Services for Special Education (LP 22.2)
Document Location:	8005 Morro Road, Atascadero, CA 93422, SELPA Office https://www.sloselpa.org/governance/
Description:	<p>Each LEA that contracts with a nonpublic agency shall utilize the master contract provided by the SELPA. The SELPA reviews all local non public agency applications (new and renewals) annually to ensure compliance with state requirements.</p> <p>Each LEA that contracts with a nonpublic, nonsectarian school shall evaluate the placement of its pupil(s) in such schools on, at least, an annual basis as part of the annual IEP review. Prior to placement of a pupil, the LEA that enters into a master contract with an NPS shall conduct an on-site visit if the LEA does not have any pupils enrolled at the school at the time of placement. The LEA representative shall review the master contract, the individual services agreement, and the IEP to ensure that all services agreed upon and specified in the IEP are provided.</p> <p>Nonpublic, nonsectarian schools are required by the master contract and the IEP to annually evaluate the students to determine if they are making appropriate educational progress. The LEA representative shall collaboratively review with the nonpublic, nonsectarian school the evaluations conducted by the nonpublic, nonsectarian school to ensure that they were appropriate and valid for assessing pupil progress. The LEA may choose to administer additional assessments as necessary, with parent consent, to determine whether the pupil is making appropriate educational progress.</p> <p>The NPS is to include in its certification application documentation that it will train staff who will have contact or interaction with pupils during the school day as well as information regarding the credentials/degree/ license and experience of the administrator of the NPS.</p> <p>The SELPA may act as a liaison between the NPS and placing agency/ LEA to support supervision and monitoring to include the following:</p>

Section B: Governance and Administration

SELPA San Luis Obispo County SELPA

Fiscal Year 2026-27

- Evaluate the educational progress of each pupil placed in a nonpublic, nonsectarian school, including all state assessment results;

- Consider whether or not the needs of the pupil continue to be best met at the nonpublic, nonsectarian school and whether changes to the IEP are necessary, including whether the pupil may be transitioned to a public school setting;

- Monitor progress toward attaining graduation or a certificate of completion.

- Conduct initial and annual on-site visitation for monitoring at the request of the placing LEA.

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

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

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

Document Title: Services to Adult Students in County Jail Facilities (LP 22.4)

Document Location: 8005 Morro Road, Atascadero, CA 93422, SELPA Office
<https://www.sloselpa.org/governance/>

District of Residence: For eligible adults who prior to reaching the age of majority resided within the San Luis Obispo County SELPA geographic boundaries, the applicable LEA within the SELPA shall ensure they have available to them a FAPE. If the parent relocates to a new district of residence, the new district of residence shall become the responsible LEA. If the student is conserved, the district where the conservator resides is responsible for FAPE.

Individualized Education Program: It is the responsibility of the

Section B: Governance and Administration

SELPA San Luis Obispo County SELPA

Fiscal Year 2026-27

Description:

incarcerated student to request a review of their special education services.

Once the COE is informed that a resident is an eligible adult incarcerated at San Luis Obispo County Jail, or the SELPA is informed of a student at Atascadero State Hospital, and the student has requested a review of their IEP, they will arrange to review the individual’s IEP as necessary, subject to the cooperation of the correctional facility where the student is located.

Within 30 days, the COE (San Luis Obispo County Jail), or the SELPA (Atascadero State Hospital), will determine whether the qualified individual requires a FAPE and if so will ensure that the qualified individual is provided a FAPE pursuant to the IDEA and corresponding California special education law. To receive special education services while incarcerated, the student must consent to the receipt of such services such as but not limited to transition services, specialized academic instruction and other services as determined by the IEP team. The student may revoke their consent for special education services at any time.

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

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

Fiscal Year

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 San Luis Obispo County

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	15,682,507	37.49%
AB 602 Property Taxes	17,117,308	40.92%
Federal IDEA Part B	7,969,146	19.05%
Federal IDEA Part C	62,152	0.15%
State Infant/Toddler	695,909	1.66%
State Mental Health	0	0.00%
Federal Mental Health	0	0.00%
Other Projected Revenue	302,632	0.72%
Total Projected Revenue:	41,829,654	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)

WorkAbility 1, MAA, We Can Work, Preschool Professional Development, ADR, Infant Discretionary.

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

Fiscal Year

TABLE 2

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

D-4. Total Projected Budget by Object Code

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

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	<input type="text" value="46,329,045"/>	34.71%
Object Code 2000—Classified Salaries	<input type="text" value="32,835,638"/>	24.60%
Object Code 3000—Employee Benefits	<input type="text" value="33,398,507"/>	25.02%
Object Code 4000—Supplies	<input type="text" value="1,157,053"/>	0.87%
Object Code 5000—Services and Operations	<input type="text" value="16,357,343"/>	12.25%
Object Code 6000—Capital Outlay	<input type="text" value="5,000"/>	0.00%
Object Code 7000—Other Outgo and Financing	<input type="text" value="3,404,155"/>	2.55%
Total Projected Expenditures:	133,486,741	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:

Object 7xxx includes passthrough revenue to districts and charters, transfer of apportionments to districts and charters, transfer of indirect costs, transfer of interfund indirect costs, and State Special Schools.

Section D: Annual Budget Plan

SELPA San Luis Obispo County

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	33,798,356	25.32%
Projected Federal Revenue	8,031,298	6.02%
Local Contribution	91,657,087	68.66%
Total Revenue from all Sources:	133,486,741	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).

An 'off the top' model is used to fund the SELPA and county wide supports. The remaining AB602 revenue is allocated to the LEAs by total district enrollment, using the highest overall enrollment of the current, prior, or prior prior year. Special Education Apportionments flow from the California Department of Education (CDE) to the Special Education Local Plan Area (SELPA) Administrative Unit (AU), the San Luis Obispo County Office of Education (SLOCOE). The San Luis Obispo SELPA (SLO SELPA) allocates State and Federal funds to the thirteen member Local Education Agencies (LEAs) according to this Funding Allocation Plan, approved by the SELPA Governing Board and referenced in the Local 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

Section D: Annual Budget Plan

SELPA

Fiscal Year

56195.7(i). This allocation plan was approved according to the SELPA's local policymaking process and is consistent with SELPA's summarized policy statement identified in Local Plan Section B: Governance and Administration item B-4. If the response is "NO," then either Section D should be edited, or Section B must be amended according to the SELPA's adopted policy making process, and resubmitted to the COE and CDE for approval.

Section D: Annual Budget Plan

SELPA San Luis Obispo County

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	789,035	33.54%
Object Code 2000—Classified Salaries	608,408	25.86%
Object Code 3000—Employee Benefits	450,694	19.16%
Object Code 4000—Supplies	58,561	2.49%
Object Code 5000—Services and Operations	210,436	8.95%
Object Code 6000—Capital Outlay		0.00%
Object Code 7000—Other Outgo and Financing	235,300	10.00%
Total Projected Operating Expenditures:	2,352,434	100.00%

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

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

Object 7000 expenditures made by the SELPA are for the state approved indirect cost rate. The state approved indirect cost rate was 11.29% for 2025-26 and will be estimated at 10.00% for 2026-27.

Section D: Annual Budget Plan

SELPA

Fiscal Year

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)?

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

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

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

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

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

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

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

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



California Department of Education

Special Education Division

Local Plan Annual Submission

Section E: Annual Service Plan

SELPA:

Fiscal Year:

Local Plan Section E: Annual Service Plan

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

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

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

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

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

- 330—Specialized Academic Instruction/
Specially Designed Instruction

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

Adapting, as appropriate, to the needs of the child with disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that the child 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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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.

Currently, there are no students with disabilities enrolled within the SELPA that require this service and thus it is not being provided. However, should a student require this service during the school year, the LEA will meet its obligation by working in partnership with the SELPA to secure the service through direct hire, agency contract, or agreement with another LEA.

220—Medical (Ages 0-2 only)

Service is Not Currently Provided

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

Currently, there are no students with disabilities enrolled within the SELPA that require this service and thus it is not being provided. However, should a student require this service during the school year, the LEA will meet its obligation by working in partnership with the SELPA to secure the service through direct hire, agency contract, or agreement with another LEA.

230—Nutrition (Ages 0-2 only)

Service is Not Currently Provided

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

Currently, there are no students with disabilities enrolled within the SELPA that require this service and thus it is not being provided. However, should a student require this service during the school year, the LEA will meet its obligation by working in partnership with the SELPA to secure the service through direct hire, agency contract, or agreement with another LEA.

240—Service Coordination (Ages 0-2 only)

Service is Not Currently Provided

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

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

250—Special Instruction (Ages 0-2 only)

Service is Not Currently Provided

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

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

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

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

Currently, there are no students with disabilities enrolled within the SELPA that require this service and thus it is not being provided. However, should a student require this service during the school year, the LEA will meet its obligation by working in partnership with the SELPA to secure the service through direct hire, agency contract, or agreement with another LEA.

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

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

Currently, there are no students with disabilities enrolled within the SELPA that require this service and thus it is not being provided. However, should a student require this service during the school year, the LEA will meet its obligation by working in partnership with the SELPA to secure the service through direct hire, agency contract, or agreement with another LEA.

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 their IEP goals.

Service is Not Currently Provided

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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.

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*

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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.

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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*

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)

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

520–Parent Counseling

Service is Not Currently Provided

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. (CFR Part 300 §300.24). IEP-required psychological services are expected to supplement the regular guidance and counseling program. (34 CFR §300.24; CCR Title 5 §3051.10).

535—Behavior Intervention 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.

Specialized Services for Low Incidence Disabilities Low incidence services are defined as those provided to the student population of orthopedically impaired (01), 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)

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- 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*

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

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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*

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

Currently, there are no students with disabilities enrolled within the SELPA that require this service and thus it is not being provided. However, should a student require this service during the school year, the LEA will meet its obligation by working in partnership with the SELPA to secure the service through direct hire, agency contract, or agreement with another LEA.

740–Specialized Orthopedic Services *Service is Not Currently Provided*

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

Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment. (CCR 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.

Currently, there are no students with disabilities enrolled within the SELPA that require this service and thus it is not being provided. However, should a student require this service during the school year, the LEA will meet its obligation by working in partnership with the SELPA to secure the service through direct hire, agency contract, or agreement with another LEA.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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.

Currently, there are no students with disabilities enrolled within the SELPA that require this service and thus it is not being provided. However, should a student require this service during the school year, the LEA will meet its obligation by working in partnership with the SELPA to secure the service through direct hire, agency contract, or agreement with another LEA.

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.

Currently, there are no students with disabilities enrolled within the SELPA that require this service and thus it is not being provided. However, should a student require this service during the school year, the LEA will meet its obligation by working in partnership with the SELPA to secure the service through direct hire, agency contract, or agreement with another LEA.

760–Recreation Service, Including
Therapeutic Recreation

Service is Not Currently Provided

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

Currently, there are no students with disabilities enrolled within the SELPA that require this service and thus it is not being provided. However, should a student require this service during the school year, the LEA will meet its obligation by working in partnership with the SELPA to secure the service through direct hire, agency contract, or agreement with another LEA.

820–College Awareness Preparation

Service is Not Currently Provided

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

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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 the 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.

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.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

860–Mentoring

Service is Not Currently Provided

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

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

865–Agency Linkages (referral and placement)

Service is Not Currently Provided

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

Service coordination and case management that facilitates the linkage of individualized education programs under 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.

Currently, there are no students with disabilities enrolled within the SELPA that require this service and thus it is not being provided. However, should a student require this service during the school year, the LEA will meet its obligation by working in partnership with the SELPA to secure the service through direct hire, agency contract, or agreement with another LEA.

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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"

Offered as a service for parentally placed students with disabilities in private schools who have an individual service plan. Professional development is offered to parents or staff to support individual student needs or school based needs.

Qualifications of the Provider Delivering "Other Related Service"

Providers include those who fall under IDEA as eligible providers for special education and related services.



Description of the "Other Related Service"

Offered as a service for parentally placed students with disabilities in private schools who have an individual service plan. Consultation is offered to parents or staff to support individual student needs or school based needs.

Qualifications of the Provider Delivering "Other Related Service"

Providers include those who fall under IDEA as eligible providers for special education and related services.

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

LOCAL PLAN
Attachments
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

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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 below. 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:

Fiscal Year:

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 Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	40	10405	125807	1395	Almond Acres Charter Academy	Joe	Ledoux	805-221-8550	jledoux@aacacademy.com	Previously Reported
	2	40	68700			Atascadero Unified	Kaitlynn	Greenberg	805-462-4230	kaitlynngreenberg@atasusd.org	Previously Reported
	3	40	68809	6043194	93	Bellevue-Santa Fe Charter	Julie	Turk	805-595-7169	jturk@bsfcs.org	Previously Reported
	4	40	68726			Cayucos Elementary School	Adam	Helfand	805-927-4400	ahelfand@coastusd.org	Previously Reported
	5	40	75465			Coast Unified	Adam	Helfand	805-927-4400	ahelfand@coastusd.org	Previously Reported
	6	40	68759			Lucia Mar Unified	Joseph	Geever	805-4 7 4-3000	joseph.geever@lmsd.org	Previously Reported
	7	40	75457			Paso Robles Joint Unified	Stephanie	Schofield	805-769-1000	slschofield@pasoschools.org	Previously Reported
	8	40	68791			Pleasant Valley Joint Union Elementary	Wendy	Nielsen	805-467 -3453	wnielsen@pleasant-valley-school.org	Previously Reported
	9	40	68809			San Luis Coastal Unified	Janet	Gould	805-549-1220	jgould@slcusd.org	Previously Reported
	10	40	10405			San Luis Obispo County Office of Education	Katherine	Aaron	805-782-7321	Karron@slocoe.org	Previously Reported
	11	40	68825			San Miguel Joint Union	Leonard	Ward	805-467-3216	lward@sanmiguel-schools.org	Previously Reported
	12	40	68833			Shandon Joint Union	Diane	Bryson	805-238-0286	dbryson@shandonschools.org	Previously Reported

Attachment I

SELPA:

Fiscal Year:

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 Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	13	40	68841			Templeton Unified	Julie	Davis	805-434-5809	jdavis@templetonusd.org	Previously Reported
	14	40				San Luis Obispo County SELPA	Amber	Gallagher	805-782-7301	agallagher@sloسلpa.org	Previously Reported

Attachment II

SELPA:

Fiscal Year:

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:

Fiscal Year:

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	Almond Acres Charter Academy	374,103	217,725	0	98,283	0	0	0	0	690,111
2	Atascadero Unified	1,695,852	2,209,759	0	1,054,834	0	0	0	0	4,960,445
3	Bellevue-Santa Fe Charter	132,388	85,646	0	33,515	0	0	0	0	251,549
4	Cayucos Elementary School	151,041	105,767	0	38,244	0	0	0	0	295,052
5	Coast Unified	375,823	236,815	0	113,714	0	0	0	0	726,352
6	Lucia Mar Unified	3,900,017	4,951,964	0	2,239,227	0	0	0	0	11,091,208
7	Paso Robles Joint Unified	2,434,582	3,218,416	0	1,609,003	0	0	0	0	7,262,001
8	Pleasant Valley Joint Union Elementary	97,975	32,504	0	15,783	0	0	0	0	146,262

Attachment II

SELPA:

Fiscal Year:

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	San Luis Coastal Unified	3,025,140	3,964,977	0	1,809,684	0	0	0	0	8,799,801
10	San Luis Obispo County Office of Education	328,353	169,743	62,152	67,441	695,909	0	0	0	1,323,598
11	San Miguel Joint Union	466,523	359,608	0	230,136	0	0	0	0	1,056,267
12	Shandon Joint Union	182,317	122,793	0	55,104	0	0	0	0	360,214
13	Templeton Unified	875,759	1,140,737	0	497,864	0	0	0	0	2,514,360
14	San Luis Obispo County SELPA	1,642,634	300,854	0	106,314	0	0	0	302,632	2,352,434
Totals:		15,682,507	17,117,308	62,152	7,969,146	695,909	0	0	302,632	41,829,654

Attachment III

SELPA:

Fiscal Year:

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	Almond Acres Charter Academy	446,835	0	144,016	0	138,700	0	0	729,551
2	Atascadero Unified	6,455,272	5,557,254	4,243,704	252,071	1,404,845	0	854,137	18,767,283
3	Bellevue-Santa Fe Charter	181,433	58,124	58,214	1,315	75,049	0	0	374,135
4	Cayucos Elementary School	102,982	48,396	62,606	3,763	345,166	0	62,609	625,522
5	Coast Unified	627,677	698,152	687,394	53,000	285,450	0	53,356	2,405,029
6	Lucia Mar Unified	11,391,613	8,557,363	8,479,612	314,743	7,630,106	5,000	1,396,245	37,774,682
7	Paso Robles Joint Unified	8,031,756	5,225,054	7,175,317	134,734	1,743,395	0	0	22,310,256
8	Pleasant Valley Joint Union Elementary	81,051	20,056	28,644	760	101,821	0	14,140	246,472
9	San Luis Coastal Unified	11,630,732	7,503,603	7,381,311	175,705	1,887,684	0	5,000	28,584,035

Attachment III

SELPA:

Fiscal Year:

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	San Luis Obispo County Office of Education	3,219,567	2,009,832	2,540,963	119,618	1,164,043	0	688,416	9,742,439
11	San Miguel Joint Union	641,361	463,424	368,301	15,583	355,856	0	101,694	1,946,219
12	Shandon Joint Union	390,117	66,566	189,474	6,500	223,378	0	0	876,035
13	Templeton Unified	2,324,855	2,019,406	1,588,257	20,700	781,414	0	18,017	6,752,649
14	San Luis Obispo County SELPA	803,794	608,408	450,694	58,561	220,436	0	210,541	2,352,434
Totals:		46,329,045	32,835,638	33,398,507	1,157,053	16,357,343	5,000	3,404,155	133,486,741

Attachment IV

SELPA:

Fiscal Year:

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	Almond Acres Charter Academy	98,283	1.22%	591,828	1.75%	39,440	690,111
2	Atascadero Unified	1,054,834	13.13%	3,905,611	11.56%	13,806,838	4,960,445
3	Bellevue-Santa Fe Charter	33,515	0.42%	218,034	0.65%	122,586	251,549
4	Cayucos Elementary School	38,244	0.48%	256,808	0.76%	330,470	295,052
5	Coast Unified	113,714	1.42%	612,638	1.81%	1,678,677	726,352
6	Lucia Mar Unified	2,239,227	27.88%	8,851,981	26.19%	26,683,474	11,091,208
7	Paso Robles Joint Unified	1,609,003	20.03%	5,652,998	16.73%	15,048,255	7,262,001
8	Pleasant Valley Joint Union Elementary	15,783	0.20%	130,479	0.39%	100,210	146,262
9	San Luis Coastal Unified	1,809,684	22.53%	6,990,117	20.68%	19,784,235	8,799,801

Attachment IV

SELPA:

Fiscal Year:

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	San Luis Obispo County Office of Education	129,593	1.61%	1,194,005	3.53%	8,418,838	1,323,598
11	San Miguel Joint Union	230,136	2.87%	826,131	2.44%	889,952	1,056,267
12	Shandon Joint Union	55,104	0.69%	305,110	0.90%	515,821	360,214
13	Templeton Unified	497,864	6.20%	2,016,496	5.97%	4,238,289	2,514,360
14	San Luis Obispo County SELPA	106,314	1.32%	2,246,120	6.65%	0	2,352,434
Totals:		8,031,298	100.00%	33,798,356	100.00%	91,657,087	41,829,654

Attachment V

SELPA:

Fiscal Year:

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	Almond Acres Charter Academy	0	0
2	Atascadero Unified	4,421,120	82,594
3	Bellevue-Santa Fe Charter	0	0
4	Cayucos Elementary School	56,926	5,696
5	Coast Unified	750,135	14,240
6	Lucia Mar Unified	0	187,973
7	Paso Robles Joint Unified	0	116,771
8	Pleasant Valley Joint Union Elementary	987,218	5,696
9	San Luis Coastal Unified	8,595,843	139,556

Attachment V

SELPA:

Fiscal Year:

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	San Luis Obispo County Office of Education	473,947	34,177
11	San Miguel Joint Union	0	14,240
12	Shandon Joint Union	0	2,848
13	Templeton Unified	31,907	19,937
14	San Luis Obispo County SELPA	21,387	233,802
Totals:		15,338,483	857,530

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

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
		Delete This Row							<input type="text"/>

DO NOT
DISTRIBUTE

