

Special Education Local Plan Area (SELPA) Local Plan

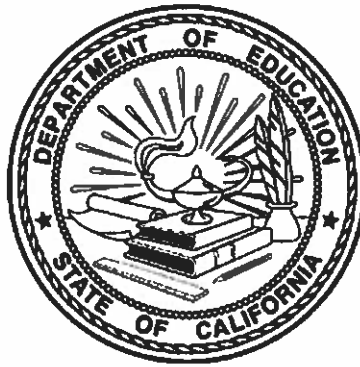
SELPA

Fiscal Year

LOCAL PLAN

Section A: Contacts and Certifications

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

2021-22 Local Plan Annual Submission

Section A: Contacts and Certifications

SELPA

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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

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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 Administrator Contact Information

Enter address information for the SELPA. Include current SELPA administrator contact information. NOTE: SELPA administrator position changes do not require amendments to the Local Plan. However, in such cases the new SELPA administrator assumes the responsibility for the contents and implementation of the last approved Local Plan filed with the CDE.

SELPA Name	<input type="text" value="Lodi Area Special Education Region"/>		
Street Address	<input type="text" value="1305 East Vine Street"/>	Zip Code	<input type="text" value="95240"/>
City	<input type="text" value="Lodi"/>	County	<input type="text" value="San Joaquin"/>
Mailing Address	<input type="text" value="1305 East Vine Street"/>		
City	<input type="text" value="Lodi"/>	Zip Code	<input type="text" value="95240"/>
Administrator First Name	<input type="text" value="Paul"/>	Administrator Last Name	<input type="text" value="Warren"/>
Administrator Title	<input type="text" value="Administrative Director"/>		
Administrator's Email	<input type="text" value="pwarren@lodiUSD.net"/>		
Telephone	<input type="text" value="(209) 331-7062"/>	Extension	<input type="text"/>

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.

Administrative Entity Name	<input type="text" value="Lodi Area Special Education Region"/>		
Street Address	<input type="text" value="1305 East Vine Street"/>	Zip Code	<input type="text" value="95240"/>

Section A: Contacts and Certifications

SELPA Fiscal Year

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

A6. Pursuant to *EC* Section 56207(b)(7), the Local Plan section(s): Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: 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:

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

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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

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- 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).

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
-	Lodi USD	Paul Warren	Administrator-Spec. Ed.	All
-	Lodi USD	Cathy Washer	Administrator-Gen. Ed.	All
-	Lodi USD	Adina Andris	Administrator-Gen. Ed.	Section D
-	Lodi USD	April Juarez	Administrator-Gen. Ed.	Multiple
-	Lozano Smith	Aimee Perry	Other	Multiple

Section A: Contacts and Certifications

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Add	Agency	First and Last Name	Title	Section
<input type="checkbox"/>	CAC President	Jose Ordaz	CAC	All

STEP 5: Certifications

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

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

STEP 6: Electronic Signatures

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

STEP 7: Final Check

- All certifications submitted to the CDE must be electronically signed.
- Local Plan must be submitted to the CDE using the SELPA's assigned Box.com web address.
- 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 2021-22 CDE Local Plan Submission template provided, resulting in a delay in approval and funding.

Section A: Contacts and Certifications

SELPA

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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.)

2021-22 CDE Local Plan Submission

Section A: Contacts and Certifications

SELPA

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

Administrative Entity*

Date

SELPA Governance Council or Responsible Individual

Date

SELPA Administrator

Date

*If the Local Plan represents a single LEA SELPA, then the responsible individual identified in item A4 of Section A must sign here. If the Local Plan represents a multiple LEA SELPA, or a COE joined SELPA, then the administrative entity's designee identified in item A4 of Section A must electronically sign here.

Section A: Contacts and Certifications

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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 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.

C2-2. 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.)

C2-3. The SELPA reviewed and considered comments provided by the CAC regarding this Local Plan submission.

Section A: Contacts and Certifications

SELPA

Fiscal Year

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

C2-4. Specific web address where the SELPA Local Plan, including all sections, is posted.

Administrative Entity*

Date

SELPA Governance Council or Responsible Individual

Date

SELPA Administrator

Date

*If the Local Plan represents a single LEA SELPA, then the responsible individual identified in item A4 of Section A must sign here. If the Local Plan represents a multiple LEA SELPA, or a COE joined SELPA, then the administrative entity's designee identified in item A4 of Section A must electronically sign here.

Special Education Local Plan Area (SELPA) Local Plan

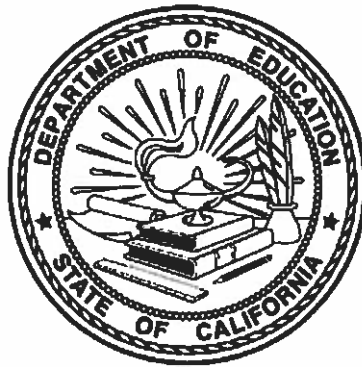
SELPA

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LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

2021-22 Local Plan Annual Submission

Section D: Annual Budget Plan

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Local Plan Section D: Annual Budget Plan

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

IMPORTANT: Pursuant to California *Education Code (EC)* Section 56048, 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.

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

Section D: Annual Budget Plan

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Table 1: Special Education Revenue by Source

D1. Using the fields below, identify the special education revenues by funding source. The total 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	<input type="text" value="18,596,126"/>	27.49%
AB 602 Property Taxes	<input type="text" value="0"/>	0.00%
Federal IDEA Part B	<input type="text" value="5,811,012"/>	8.59%
Federal IDEA Part C	<input type="text" value="0"/>	0.00%
State Infant/Toddler	<input type="text" value="422,802"/>	0.63%
State Mental Health	<input type="text" value="1,830,523"/>	2.71%
Federal Mental Health	<input type="text" value="336,143"/>	0.50%
Other Revenue*	<input type="text" value="40,638,010"/>	60.08%
Total Revenue	67,634,616	100.00%

D2. Using the form template provided in **Attachment II**, complete a distribution of revenues to all LEAs participating in the SELPA by funding source.

D3. *Include a description of the revenue identified the "Other Revenue" category

Section D: Annual Budget Plan

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Table 2: Total Budget by Object Codes

D4. 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="26,509,864"/>	39.20%
Object Code 2000—Classified Salaries	<input type="text" value="14,219,740"/>	21.02%
Object Code 3000—Employee Benefits	<input type="text" value="15,076,456"/>	22.29%
Object Code 4000—Supplies	<input type="text" value="342,179"/>	0.51%
Object Code 5000—Services and Operations	<input type="text" value="9,304,096"/>	13.76%
Object Code 6000—Capital Outlay	<input type="text" value="0"/>	0.00%
Object Code 7000—Other Outgo and Financing*	<input type="text" value="2,182,281"/>	3.23%
Total Expenditures	67,634,616	100.00%

D5. Using the templates provided in **Attachment III**, complete a distribution of projected expenditures by LEAs participating in the SELPA by object code.

D6. *Include a description of the expenditures identified under object code 7000:

Object 7130, State Special Schools = \$1,215,493
 Object 7221, Trans Apport to Districts = \$710,747 (Note: this is Fund 10 Special Ed Pass-thru Only)
 Object 7310, Indirect Costs = \$954,649
 Object 7439, Other Debt Services = \$12,139

Section D: Annual Budget Plan

SELPA Lodi Area Special Education Region

Fiscal Year 2021–22

Table 3: Federal, State, and Local Revenue Summary

D7. Using the fields below, identify funding by revenue jurisdiction and percent of total budget.

Revenue Source	Amount	Percentage of Total Funding
State Special Education Revenue	20,849,451	30.83%
Federal Revenue	6,392,353	9.45%
Local Contribution	40,392,812	59.72%
Total Revenue From All Sources	67,634,616	100.00%

D8. Using the form template provided in **Attachment IV**, provide a complete distribution of revenues to all LEAs participating in the SELPA by federal and state funding source.

Special Education Local Plan Area Funding Distribution

D9. Describe the basic premise of the SELPA Allocation Plan.

SELPA allocation funds are directly connected with Special Education supports and services. Accounting and Budget Administrators are involved in the fiduciary coding and allocations to SELPA partners and accountability measures are in place to ensure grant compliance.

D10. Describe how the SELPA distributes IDEA revenues to the LEAs, including the models used to provide services to member LEAs:

SELPA Director in concert with Lodi USD Departmental Managers ensure SELPA wide compliance with IDEA implementation as well as state and federal grant allocations/spending. SEIS, ARIES, and other electronic databases are used to monitor service needs and implementation and ensure service fidelity. Accounting and budgeting safeguards are in place to ensure SELPA compliance to state/federal allocation regulations.

Section D: Annual Budget Plan

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Table 4: Special Education Local Plan Area Operating Expenditures

D11. Using the fields below, identify the total projected SELPA operating expenditures by SELPA accounting codes, the amount, and the percent of total expenses. NOTE: For 2021-22 fiscal year, this table optional for single LEA SELPAs.

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	<input type="text" value="26,509,864"/>	39.20%
Object Code 2000—Classified Salaries	<input type="text" value="14,219,740"/>	21.02%
Object Code 3000—Employee Benefits	<input type="text" value="15,076,456"/>	22.29%
Object Code 4000—Supplies	<input type="text" value="342,179"/>	0.51%
Object Code 5000—Services and Operations	<input type="text" value="9,304,096"/>	13.76%
Object Code 6000—Capital Outlay	<input type="text" value="0"/>	0.00%
Object Code 7000—Other Outgo and Financing*	<input type="text" value="2,182,281"/>	3.23%
Total Operating Expenditures	67,634,616	100.00%

D12. *Include a description of the expenditures identified under object code 7000:

Object 7130, State Special Schools = \$1,215,493
 Object 7221, Trans Apport to Districts = \$710,747 (Note: this is Fund 10 Special Ed Pass-thru Only)
 Object 7310, Indirect Costs = \$954,649
 Object 7439, Other Debt Services = \$12,139

Section D: Annual Budget Plan

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Table 5: Projected Expenditures for Supplemental Aids and Services in the Regular Classroom and for Students with Low Incidence Disabilities

The standardized account code structure (SACS), goal 5750 is defined as "Special Education, Ages 5–22 Severely Disabled." Students with a low-incidence 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.

D13. 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

D14. Enter the total projected expenditures for supplemental aids and services (SAS) for students with disabilities who are placed in the regular education classroom and for those who are identified with low incidence (LI) disabilities.

Total Projected Expenditures for SAS in the Regular Classroom Provided to Students with Disabilities

Total Projected Expenditures for Students with LI Disabilities

D15. Using the form template provided in **Attachment V**, provide a complete distribution of projected federal and state expenditures by LEAs participating in the SELPA.

Special Education Local Plan Area (SELPA) Local Plan

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



California Department of Education
Special Education Division
2021-22 Local Plan Annual Submission

2021-22 CDE Local Plan Annual Submission

Section E: Annual Service Plan

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Local Plan Section E: Annual Service Plan

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

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

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

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

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

- 330–Specialized Academic Instruction

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

Specialized academic instruction: Adapting, as appropriate to the needs of the child with a disability, the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.

Section E: Annual Service Plan

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- 210–Family Training, Counseling, Home Visits (Ages 0-2 only) *Service is Not Currently Provided*

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

Family training, counseling, and home visits (ages 0-2 only): This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child's development. Note: Services provided by specialists (such as medical services, nursing services, occupational therapy, sections and physical therapy) for a specific function should be coded under the appropriate service category, even if the services were delivered in the home. This is an option as part of the SELPA's continuum of services available upon IEP team decision.

- 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.

No Students requiring these services at this time.

- 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.

No Students requiring these services at this time.

- 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.

Service coordination (ages 0-2 only)

- 250–Special Instruction (Ages 0-2 only) *Service is Not Currently Provided*

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

Special instruction (ages 0-2 only): 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

Section E: Annual Service Plan

SELPA:

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planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child's individualized 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.

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

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

340—Intensive Individual Instruction

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

350—Individual and Small Group Instruction

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

415—Speech and Language *Service is Not Currently Provided*

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

Section E: Annual Service Plan

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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, and may be direct or indirect, including the use of a speech consultant. Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

425-Adapted Physical Education

Service is Not Currently Provided

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

Adaptive Physical Education: (a) Adapted physical education is for individuals with exceptional needs who require developmental or corrective instruction and who are precluded from participation in the activities of the general physical education program, modified general physical education program, or in a specially designed physical education program in a special class. Consultative services may be provided to pupils, parents, teachers, or other school personnel for the purpose of identifying supplementary aids and services or modifications necessary for successful participation in the regular "D" Physical education program or specially designed physical education programs.
(b) Adapted physical education shall be provided only by personnel who possess a credential issued by the California CTC that authorizes service in adapted physical education.

435-Health and Nursing: Specialized Physical Health Care

Service is Not Currently Provided

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

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

436-Health and Nursing: Other

Service is Not Currently Provided

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

Health and nursing-specialized physical health care services: Specialized physical health care

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

445-Assistive Technology *Service is Not Currently Provided*

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

450-Occupational Therapy *Service is Not Currently Provided*

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

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

460-Physical Therapy *Service is Not Currently Provided*

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

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

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510–Individual Counseling

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

Counseling Services provided by qualified social workers, psychologists, guidance counselors, or other qualified personnel pursuant to an IEP.

515–Counseling and Guidance

Service is Not Currently Provided

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

Counseling and guidance: 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 such student aspects as education, career, personal, or be with parents or staff members on learning problems or guidance programs for students. IEP required group counseling is expected to supplement the regular guidance and counseling program. Guidance services include interpersonal, intra-personal, 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. Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

520–Parent Counseling

Service is Not Currently Provided

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

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

525–Social Worker

Service is Not Currently Provided

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

Social work services: Social work services, provided by a qualified individual pursuant to an IEP, include, but are not limited to, preparing a social or developmental history of a child with a

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

530—Psychological *Service is Not Currently Provided*

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

This is an option as part of the SELPA's continuum of services available upon IEP team decision. Psychological services: These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results for parents and staff in implementing the IEP, obtaining and interpreting information about child behavior and conditions related to learning, and planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. IEP required psychological services are expected to supplement the regular guidance and counseling program.

535—Behavior Intervention *Service is Not Currently Provided*

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

Behavior intervention services: 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. Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

540—Day Treatment

545—Residential Treatment

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.

This is an option as part of the SELPA's continuum of services available upon IEP team

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decision. Specialized services for low incidence disabilities: Low incidence services are defined as those provided to the student population who have orthopedic impairment (01), visual impairment (VI), who are deaf, hard of hearing (HH) , or deaf-blind (DB) .Typically, services are provided in education settings by an itinerant teacher or an itinerant teacher/ specialist. Consultation is provided to the teacher, staff, and parents as needed. These services must be clearly written in the student's IEP, including frequency and duration of the services to the student.

710–Specialized Deaf and Hard of Hearing *Service is Not Currently Provided*

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

Specialized deaf and hard of hearing services: 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.

715–Interpreter *Service is Not Currently Provided*

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

This is an option as part of the SELPA's continuum of services available upon IEP team decision. Interpreter services are provided when interpretation support is required to assist a child with a disability to benefit from special education. Interpreter services support the student's communication style, needs, and access issues in the educational setting.

720–Audiological *Service is Not Currently Provided*

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

This is an option as part of the SELPA's continuum of services available upon IEP team decision. Audiological services: These services include measurements of acuity, monitoring amplification, and frequency modulation system use. Consultation services with teachers, parents, or speech pathologists must be identified in the IEP as to reason, frequency, and duration of contact; infrequent contact is considered assistance and would not be included. Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

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725–Specialized Vision

Service is Not Currently Provided

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

Specialized vision services: 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 ; and social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff, and others, and collaboration with the student's classroom teacher.

730–Orientation and Mobility

Service is Not Currently Provided

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

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

735–Braille Transcription

Service is Not Currently Provided

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

This is an option as part of the SELPA's continuum of services available upon IEP team decision. Braille transcription: Any transcription services to convert materials from print to Braille. It may include textbooks, tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code (mathematics) and be certified by appropriate agency.

740–Specialized Orthopedic

Service is Not Currently Provided

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

This is an option as part of the SELPA's continuum of services available upon IEP team decision. Specialized orthopedic services: Specially designed instruction related to the

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unique needs of students with orthopedic disabilities, including specialized materials and equipment.

745-Reading

Service is Not Currently Provided

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

750-Note Taking

Service is Not Currently Provided

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

755-Transcription

Service is Not Currently Provided

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

760-Recreation Service, Including
Therapeutic Recreation

Service is Not Currently Provided

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

820-College Awareness

Service is Not Currently Provided

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

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learning about higher education opportunities, information, and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility, and financial aid.

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

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

Vocational assessment, counseling, guidance, and career assessment: 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 a student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions.

- 840–Career Awareness *Service is Not Currently Provided*

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

Career awareness: Transition services include a provision for self-advocacy, career planning, and career guidance. This also emphasizes the need for coordination between these provisions and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds. Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

- 850–Work Experience Education *Service is Not Currently Provided*

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

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

- 855–Job Coaching *Service is Not Currently Provided*

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

860–Mentoring *Service is Not Currently Provided*

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

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

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

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

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

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

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

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900–Other Related Service

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

Description of the "Other Related Service"

Qualifications of the Provider Delivering "Other Related Service"

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LOCAL PLAN
Attachments
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

2021-22 Local Plan Submission

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Attachment I

SELPA:

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Attachment I—Local Educational Agency Listing

Participating Local Educational Agency Identification

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

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

To Add or Delete Rows:

To add or delete table rows, select the "plus" or "minus" buttons 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 2020–21 or 2021–22 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: **Lodi Area Special Education Region**

Fiscal Year: **2021-22**

Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxxx	Charter Code (if applicable) xxxxx	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	39	68585			Lodi Unified School District	Paul	Warren	(209) 210-8754	pwarren@lodiusd.net	Previously Reported
	2	39	68619			New Hope Elementary	Paul	Warren	(209) 210-8754	pwarren@lodiusd.net	Previously Reported
	3	39	68635			Oak View Union Elementary	Paul	Warren	(209) 210-8754	pwarren@lodiusd.net	Previously Reported
	4	39	68585	122580		Rio Valley Charter School	Timothy	Ribota	(916) 890-4680	timothy.ribota@pacificcharters.org	Previously Reported

Attachment II

SELPA: Lodi Area Special Education Region

Fiscal Year: 2021-22

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: Lodi Area Special Education Region

Fiscal Year: 2021-22

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	Lodi Unified School District	18,596,126	0	0	5,811,012	422,802	1,830,523	336,143	40,638,010	26,996,606
2	New Hope Elementary	154,770	0	0	0	0	0	0	0	154,770
3	Oak View Union Elementary	125,051	0	0	0	0	0	0	0	125,051
4	Rio Valley Charter School	430,926	0	0	0	0	0	0	0	430,926
Totals:		19,306,873	0	0	5,811,012	422,802	1,830,523	336,143	336,143	27,707,353

Attachment III

SELPA: Lodi Area Special Education Region

Fiscal Year: 2021-22

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	Lodi Unified School District	26,509,864	14,219,740	15,076,456	342,179	9,304,096	0	2,182,281	67,634,616
2	New Hope Elementary	77,554	30,227	55,739	0	0	0	0	163,520
3	Oak View Union Elementary	94,290	0	41,249	1,000	0	0	0	136,539
4	Rio Valley Charter School	541,073	0	250,773	5,000	50,000	0	0	846,846
	Totals:	27,222,781	14,249,967	15,424,217	348,179	9,354,096	0	2,182,281	68,781,521

Attachment IV

SELPA: Lodi Area Special Education Region

Fiscal Year: 2021–22

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
1	Lodi Unified School District	6,392,353	100.00%	20,849,451	96.70%	40,392,812	27,241,804
2	New Hope Elementary	0	0.00%	154,771	0.72%	8,749	154,771
3	Oak View Union Elementary	0	0.00%	125,051	0.58%	11,488	125,051
4	Rio Valley Charter School	0	0.00%	430,926	2.00%	415,920	430,926
Totals:		6,392,353	100.00%	21,560,199	100.00%	40,828,969	27,952,552

Attachment V

SELPA: Lodi Area Special Education Region

Fiscal Year: 2021–22

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	Lodi Unified School District	0	46,600
2	New Hope Elementary	0	0
3	Oak View Union Elementary	0	0
4	Rio Valley Charter School	0	0
Totals:		0	46,600

Attachment VI

SELPA: Lodi Area Special Education Region

Fiscal Year: 2021–22

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

Attachment VII

SELPA:

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

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

LEA Name	Add or Delete Row	LEA Status	Impacted SELPA Name	Impacted District, Charter, or School Name	Initiating SELPA Notification Date	SELPA Governing Board Notification Date	COE Notification Date	CDE Notification Date	Agreed Upon Effective Fiscal Year
Rio Valley Charter School		Delete This Row	LASER	Lodi USD	08/04/20	08/04/20	09/11/20	09/11/20	<input type="text" value="2020-21"/>

DO NOT
DISTRIBUTE

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

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Certification 4: Community Advisory Committee

IMPORTANT: Certification 4 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.

C4-1. The Community Advisory Committee (CAC), advised the SELPA during the development, amendment, and review of the Local Plan pursuant to California *Education Code* Section 56194.

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

C4-2. 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.)

C4-3. 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.

Jose Ordaz

CAC Chairperson

Jun 22, 2021

Date

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

SELPA

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Certification 5: Participating 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

C5-1. 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).

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

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request to the CDE.

C5-2. 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.

<https://www.lodiusd.net/district/student-support-services>

C5-3. Certification 5 must be signed by the LEA superintendent (district LEAs) or chief administrator (charter LEAs).

- a. If the submission is an amendment to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan submitted during fiscal year 2021–22, then only the newly affected LEAs are required to submit Certification 5 with the amendment(s).
- b. 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.

Cathy Washer

LEA Superintendent/Chief Administrator

Jun 11, 2021

Date

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

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Fiscal Year

Certification 5: Participating 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

C5-1. 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).

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

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

SELPA

Fiscal Year

request to the CDE.

C5-2. 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.

C5-3. Certification 5 must be signed by the LEA superintendent (district LEAs) or chief administrator (charter LEAs).

- a. If the submission is an amendment to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan submitted during fiscal year 2021–22, then only the newly affected LEAs are required to submit Certification 5 with the amendment(s).
- b. 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.

LEA Superintendent/Chief Administrator

Date

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

SELPA

Fiscal Year

Certification 5: Participating 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

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- 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).

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

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

SELPA

Lodi Area Special Education Region

Fiscal Year

2021–22

request to the CDE.

C5-2. 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.

<https://www.lodiusd.net/district/student-support-services>

C5-3. Certification 5 must be signed by the LEA superintendent (district LEAs) or chief administrator (charter LEAs).

- a. If the submission is an amendment to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan submitted during fiscal year 2021–22, then only the newly affected LEAs are required to submit Certification 5 with the amendment(s).
- b. 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.

Beverly Boone

LEA Superintendent/Chief Administrator

Jun 11, 2021

Date

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

SELPA

Fiscal Year

Certification 5: Participating 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

C5-1. 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).

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

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

SELPA

Fiscal Year

request to the CDE.

C5-2. 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.

C5-3. Certification 5 must be signed by the LEA superintendent (district LEAs) or chief administrator (charter LEAs).

- a. If the submission is an amendment to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan submitted during fiscal year 2021-22, then only the newly affected LEAs are required to submit Certification 5 with the amendment(s).
- b. 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.

LEA Superintendent/Chief Administrator

Date

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

SELPA

Fiscal Year

Certification 3: County Superintendent

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

I certify the attached Local Plan section(s) as submitted with this certification are approved by the county office of education (COE). I further assure the Local Plan element(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.

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

Yes No

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

Yes No

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

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

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

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

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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.

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

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



County Superintendent

Date

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

January 2020

Section B: Governance and Administration

SELPA Lodi Area Special Education Region

Fiscal Year 2021-22

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:

The LEAs participating in the Lodi LASER SELPA (hereafter "LASER SELPA") are all located or partially located in San Joaquin County. The LASER SELPA member LEAs include the following LEA school districts:

- Lodi Unified School District
- New Hope Elementary School District
- Oakview Elementary School District
- Rio Valley Charter School

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:

Lodi Unified School District is designated as the "Responsible Local Agency" (RLA). All of the districts, including Rio Valley Charter School, are designated as "local educational agencies" ("LEAs"). The Superintendents' Council is made up of the Superintendents of the districts, the Executive Director of the charter school, and the LASER SELPA Administrative Director Student Services/SELPA.

The Superintendents' Council acts as an executive board to establish operational procedures and make decisions in any matter regarding the implementation, administration, evaluation and operation of special education programs and services in accordance with the Local Plan. The RLA Superintendent and the LEA Superintendents and Executive Director of Rio Valley Charter School are responsible for the management and supervision of all special education program operations within the LASER SELPA.

The LASER SELPA Administrative Director Student Services/SELPA is a member of the Superintendents' Council, is advisory to the Superintendents' Council, acts at its direction, and is responsible to the RLA Superintendent. The LASER SELPA Administrative Director Student Services/SELPA will administer and implement regionalized services as specified in this Local Plan, pursuant to rules, guidelines and procedures adopted by the Council of Superintendents.

The management structure of the SELPA consists of LASER SELPA Administrative Director Student Services/SELPA and such other management positions as may be specified by the Superintendents' Council.

Superintendents' Council

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The Superintendents' Council shall determine the delivery of services, all matters pertaining to personnel, instruction, and instructional requirements as well as the acquisition, allocation, utilization, and disposal of capital assets and supplies, and other necessary functions. No action will be taken except by majority vote of the members of the Council at an official meeting of that body. A quorum is defined as 75 percent of the members of the Council. The Superintendents' Council is the decision-making entity of the local plan consortia and performs the following functions:

1. Directing the allocation and utilization of special education management and support services and other resources within the SELPA in accordance with the provisions of the Local Plan.
2. Reviewing special education issues and recommending effective practices to the Boards of Education of each district and Board of Directors of the LEA charter school.
3. Providing leadership in the development of statements of policies and procedures, goals, priorities and plans for the comprehensive and systematic provision of special education programs and services and recommending their adoption by the Boards of each district or LEA charter school.
4. Adopting administrative rules, regulations, and procedures for the management of special education programs and services in the SELPA to insure the implementation of agreements.
5. Monitoring special education programs and services with respect to both planned and actual efforts, progress, and results.
6. Adopting guidelines and procedures for the conduct of special education programs and services available through the Local Plan.
7. Providing executive direction to the SELPA Director through the RLA Superintendent regarding the implementation, administration, and operation of special education programs and services in accordance with the Local Plan.
8. Making recommendations to the RLA Board of Education.
9. Advising the SELPA Director regarding current status and accomplishment of special education programs in the respective districts.
10. Providing assistance to the SELPA Director.
11. Providing leadership for inter-district actions pertaining to the implementation, administration, and operation of the Local Plan.
12. Being responsible to the governing boards of each of the member LEAs.
13. Specifying responsibility for the operation of special education programs.
14. Recommending an annual budget and program plan to the respective Boards.
15. Approve an annual budget and program plan and present it to the Boards of Trustees or Directors of each Local Educational Agency.
16. Assuring that all students residing in the LASER have access to Special Education.

It is the responsibility of the LEA Superintendents and Executive Director in implementing the Plan to:

1. Participate as a voting member, or designate an alternate participant, on the Superintendents' Council.
2. Implement special education programs and services agreed upon in the Local Plan.
3. Recommend policies governing special education to the local Governing Boards for approval. Review recommend changes and/or approve the annual budget plan.
4. Provide input to the Responsible Local Agency Superintendent about the selection and evaluation of the SELPA Director and staff.
5. Implement due process policies and procedures and SELPA agreements.

Responsibilities of District Special Education Administrator:

The LASER SELPA Administrative Director Student Services/SELPA participates in the preparation of the annual

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budget plan for the LEAs and the SELPA, advises the Superintendents and charter school Director, when appropriate, about policy development, collects information about program operations and reports that information to the Superintendents' Council, participates in the recruiting, screening and interview process for RLA staff that has a SELPA function. The LASER SELPA Administrative Director Student Services/SELPA participates in the recruiting, screening and interview process for LEA staff that has a SELPA function, participates in the evaluation of RLA staff that provides service to LEAs, and assists LEA Superintendents and charter school Executive Director in the management and operation of LEA programs and services. The Lodi LASER SELPA Administrative Director Student Services/SELPA also provides mutual technical assistance in due process and complaint procedures.

Responsibilities of the RLA Superintendent and Executive Director of the Charter School:

As recommended by the Superintendents' Council, the RLA Superintendent/Executive Director of the Charter School will:

1. Establish and administer through SELPA Administrative Director, special education programs and services that are most effectively provided by the RLA. The direct program operations part of the RLA will function as an LEA, have status equal to district program operation in other participating districts, and assure that all individuals with exceptional needs have access to services and instruction, as described on their individual education program.
2. Contract with other SELPAs, districts, agencies or non-public schools or agencies for services to individuals with exceptional needs that are not available within the Service Region.
3. Provide reasonable and necessary administrative support.
4. Coordinate implementation of the plan through the Superintendent's Council.
5. Serve as Chair and voting member of the Superintendent's Council.

Provision for Ongoing Review of Programs - The State has in place a system for review of the special education programs in the LEAs. It is the responsibility of the LASER SELPA to support the delivery of effective programs and services in its LEAs, to support a continuum of appropriate service options, to improve the quality of the programs offered, and to monitor them and participate in the review processes, including the Quality Assurance Process, the Procedural Safeguards and Complaints processes and mediation and due process procedures. The LASER SELPA endeavors first to provide adequate information, resources, and support to all its member districts, so that they may deliver compliant, quality services. Further, LASER SELPA staff will, under the direction of the LASER SELPA Administrative Director Student Services/SELPA and Superintendents' Council, participate in all State review processes and any local review processes to ensure that appropriate and necessary services are offered for all children with disabilities and to support continuous improvement of those services. The LASER SELPA will ensure that adequate information related to all areas of compliance is available to all the member LEAs. The LASER SELPA will ensure the availability of a full continuum of options, supplemental aids and services, and regionalized programs, for all children with disabilities, severe low incidence, non-severe, and early childhood.

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:

The role of the Governing Boards of Trustees and Boards of Directors is to review and adopt policies, which govern the implementation of the Local Plan or are required by the California Education Code. For the purposes of this Local Plan, the term "policy" shall not be restricted to Board of Education or Board of Director policies. The term "policy" shall include SELPA policies, procedures, regulations, agreements, and memoranda of understanding.

The identification of issues for policymaking may be made by the Superintendents' Council, LEAs or RLA Boards of Education, LEA or RLA Superintendents/Executive Director. The LASER SELPA Administrative Director Student Services/SELPA will draft recommended policies when warranted. The RLA Superintendent will submit the

Section B: Governance and Administration

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recommended policies to the RLA Board of Education for review and adoption. LEA Superintendents/Executive Director will simultaneously review the policies with their Boards and, if appropriate, seek adoption. The LASER SELPA Superintendents' Council shall annually review these provisions for funding distribution and determine whether revisions or amendments are warranted.

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:

It is the responsibility of the LEA Superintendents and Executive Director in implementing the Plan to:

1. Participate as a voting member, or designate an alternate participant, on the Superintendents' Council.
2. Implement special education programs and services agreed upon in the Local Plan.
3. Recommend policies governing special education to the local Governing Boards for approval. Review recommend changes and/or approve the annual budget plan.
4. Provide input to the RLA Superintendent about the selection and evaluation of the LASER SELPA Director and staff.
5. Implement due process policies and procedures and SELPA agreements.

5. Describe the policies and procedures of the SELPA that allow for the participation of charter schools in the local plan:

A request by a charter school to participate as a local education agency in the LASER SELPA will be treated in the same manner as such request. In reviewing and approving a request by a school district or a charter school to participate as a local education agency in the LASER SELPA, the following requirements shall apply:

1. The LEA or charter school shall participate in state and federal funding for special education and the allocation plan developed in the same manner as other local education agencies of the LASER SELPA. The LEA or charter school shall participate in the governance of the SELPA in the same manner as other local education agencies of the LASER SELPA; all LEA charter schools jointly shall have one vote as SELPA members.
2. Charter schools making application for initial LEA status in the LASER SELPA must submit the following documentation to the LASER SELPA Administrative Director Student Services/SELPA prior to July 1 for consideration of LASER SELPA membership the following July:

API/AYP reports for each school for the past three (3) years; copy of letters from the CDE on Program Improvement status or other corrective actions; copy of audits for the past three (3) years; copy of unaudited Actuals submitted to the CDE for the past three (3) years; copy of any correspondence from the authorizing LEA/agency (if non-LUSD) regarding fiscal status of the charter school; written assurance statement that special education funds will be expended solely for special education purposes.

The approval of additional members of the LASER SELPA by the Superintendents' Council shall be followed by a redrafting of the Local Plan and action by each member's governing body. The LASER SELPA will provide services to eligible students enrolled in charter schools as described in the Local

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:

The LASER SELPA CAC is comprised of parents of individuals with disabilities enrolled in public or non-public schools with the Lodi Area SELPA. The CAC may include pupils and adults with disabilities, general education teachers and parents, special education providers, and other school personnel within the LASER SELPA. It may also include

Section B: Governance and Administration

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representatives of other public and non-public agencies, and persons concerned with the education of persons with disabilities. The school boards of the participating LEAs shall appoint one member and alternates to the CAC. The Superintendents' Council shall establish policies for the operation of the CAC in accordance with the state regulations for CAC guidelines.

The CAC will be established as advisory to the Superintendents' Council and each member will be responsible to the appointing Board of Education or agency. Responsibilities of the CAC are as follows:

1. Provide input from members regarding areas to be addressed in the Local Plan. Once the Plan has been developed, CAC members will receive it for review and comment.
2. At the time initial input is solicited, members of the CAC may provide recommendations for prioritizing services.
3. Members of the CAC are encouraged to provide suggestions for parent education activities. Members are encouraged to participate in parent education activities and to recruit individuals who may assist in the implementation of the Plan.
4. Members of the CAC are encouraged to discuss all aspects of the Plan in the community. Information is made available to them so they can become a resource to the community.
5. Members are encouraged to be supportive of families and individuals with disabilities and to support and participate in activities on their behalf.

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:

LASER SELPA will provide ongoing consultation regarding the development of the plan with various stake holders including: special education representatives, general education teachers, administrators, and parent members of the CAC.

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:

All other SELPA revenue will be retained by the AU of the SELPA, Lodi Unified School District. The revenue received will be utilized to operate SELPA-wide programs including: Special Day Classes for Learning Disabled, Communicatively Disabled, Infant, Preschool and K-12 Severely Disabled, Orthopedically and Multi-Disabled students; Resource Specialist Programs, Designated Instruction and Services such as Language, Speech and Hearing (LSH), Adapted Physical Education, and Itinerant Services for Vision and Hearing Impaired students.

The AU will use SELPA revenue to provide psycho-educational assessments to determine special education eligibility, consultation by school psychologists, LSH Specialists and program specialists to determine appropriate services for students in the least restrictive environments, assistive technology, occupational and physical therapy, school nursing services, and administrative support. Regionalized Services funding shall be allocated to the AU for the purpose of ensuring the provision of Regionalized Services specified in Education Code 56836.23.

The AU will use SELPA revenue to support technology and the clerical staff required to comply with all state and federally mandated reports, including the California Special Education Management Information System (CASEMIS). The AU will use SELPA revenue to provide legal consultation on all issues related to the operation of effective and legally compliant special education programs and services in all LEAs included in the Lodi Area SELPA. Individual LEA legal advisors shall consult with SELPA legal counsel to determine the most appropriate course of action for both

Section B: Governance and Administration

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the individual LEA and the SELPA as a whole.

The AU will use SELPA revenue to absorb all unfunded special education expenses for Lodi, Oak View and New Hope districts as well as the Rio Valley Charter School treated as a school of the district, to include, but not limited to individualized programs, related services, independent evaluations, due process hearings, legal guidance, attorneys' fees and any other costs as identified by the LASER Superintendents' Council. SELPA revenue for the Rio Valley Charter School will be limited to all special education expenses that can be met with existing revenue. Any excess costs for Rio Valley Charter School members are to be covered by the Rio Valley Charter School.

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:

The SELPA will facilitate agreements for the provision and coordination of services by other public agencies that are funded to serve children with disabilities. A Committee will develop each interagency agreement for consideration by the Superintendents' Council. The LASER SELPA Administrative Director Student Services/SELPA has the primary responsibility to negotiate agreements with other public agencies. These agreements include but are not limited to: Part C (Infants), California Children's Services, Head Start, Valley Mountain Regional Center and others as needed.

Listing of agencies, designated agency liaisons, and the most current effective date for a Memorandum of Understanding/or Interagency Agreement:

1. Mental Health; Director; April 2001
2. Valley Mountain Regional Center Executive; Director; April 2002
3. California Children's Services; Director; March 2001
4. Head Start; Executive Director; September 2002
5. Department of Rehabilitation and Employment Development Dept.; Rehabilitation Supervisor; January 1998
6. Part H; Director; June 2002

10. For multi-LEA local plans, specify:

a. The responsibilities of each participating COE and LEA governing board in the policymaking process:

Each LEA can identify issues for policymaking. Each LEA, in conjunction with its Board, has the option to adopt policies submitted for review by the RLA Superintendent.

Decision-Making Process:

The LEA Superintendents each act on behalf of their respective employing school districts (Lodi, Oak View and New Hope), and the LEA Executive Director acts on behalf of Rio Valley Charter School in the SELPA and as members of the SELPA Board of Directors. In addition, the SELPA employs an Executive Director (SELPA Executive Director). The Superintendents of and the districts, the Executive Director of Rio Valley Charter School, or their designee, and the LASER SELPA Administrative Director Student Services/SELPA, collectively, constitute the Superintendents' Council. Meetings of the Council are held regularly or are called at the request of one of the members of the Council. All LEA Superintendents' Council members collectively will have 1 vote.

The following process will be used:

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1. Items for consideration may be initiated from a Governing Board, a Superintendent, the Superintendents Council, or the CAC.
2. Items will be presented at meetings for discussion and recommendations.
3. The LASER SELPA Administrative Director Student Services/SELPA will develop a draft proposal, policy position paper.
4. The LASER SELPA Administrative Director Student Services/SELPA will present draft to the Council.
5. The RLA Board of Education reviews the proposal (Local Boards), as appropriate. Each Board accepts the proposal when appropriate. If rejected by one or more boards, the RLA Superintendent activates the mediation process.

At the Superintendents' Council level, issues will be resolved by majority vote. If agreement cannot be reached, the RLA Superintendent or LEA Superintendent will request mediation from the County Superintendent of schools. The resultant recommendation will be advisory to the Superintendents' Council.

At the Governing Boards level, will resolve issues by majority vote. If an agreement cannot be reached, or if a proposal requires unanimous consent from each LEA, the RLA Superintendent or the LEA Superintendent will request mediation from the County Superintendent of schools. The resultant recommendation will be advisory to the Superintendents' Council. Thirty days after the advisory recommendation, the RLA Board has the authority to determine a resolution of the program.

Procedures for Making Changes in the Service Delivery System
Any of the LEAs comprising the LASER SELPA can request a change in the governance structure and the service delivery system of the LASER through the Superintendent's Council. Changes not agreed to by the Council shall be subject to the mediation process described in this section. Disputes over the distribution of funding, the responsibility for service and other governance activities are subject to the dispute process as provided herein.

b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan:

It is the responsibility of the LEA Superintendents and Executive Director in implementing the Plan to:

1. Participate as a voting member, or designate an alternate participant, on the Superintendents' Council.
2. Implement special education programs and services agreed upon in the Local Plan.
3. Recommend policies governing special education to the local Governing Boards for approval. Review, recommend changes and/or approve the annual budget plan.
4. Provide input to the RLA Superintendent about the selection and evaluation of the SELPA Director and staff.
5. Implement due process policies and procedures and SELPA agreements.

c. The responsibilities of each LEA and COE for coordinating the administration of the local plan:

See A10 (a) and A10 (b)

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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:

The LEA Superintendents each act on behalf of their respective employing school districts (Lodi, Oak View and New Hope), and the Executive Director acts on behalf of Rio Valley Charter School in the LASER SELPA and as members of the LASER SELPA Board of Directors. In addition, the LASER SELPA employs a LASER SELPA Administrative Director Student Services/SELPA. The Superintendents of the districts, LASER SELPA Administrative Director Student Services/SELPA, collectively, constitute the Superintendents' Council. Meetings of the Council are held regularly or are called at the request of one of the members of the Council. All LEA Superintendents' Council members collectively will have 1 vote.

The Superintendents' council will also provide input to the RLA Superintendent about the selection and evaluation of the SELPA Director and staff.

Program Specialists shall be employed by the RLA through usual employment procedures of the RLA. Program Specialists shall be under the supervision of the LASER SELPA Director or designee who shall allocate such services throughout the region.

The Superintendents' Council acts as an executive board to establish operational procedures and make decisions in any matter regarding the implementation, administration, evaluation and operation of special education programs and services in accordance with the Local Plan.

The Council shall determine the delivery of services, all matters pertaining to personnel, instruction, and instructional requirements as well as the acquisition, allocation, utilization, and disposal of capital assets and supplies, and other necessary functions. No action will be taken except by majority vote of the members of the Council at an official meeting of that body. A quorum is defined as 75 percent of the members of the Council.

b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA:

The CDE will allocate Special Education funding to the San Joaquin County Office of Education. Funding will then be allocated to the Administrative Unit ("AU") of the LASER SELPA, which is the RLA, based on decisions made pursuant to the process and guidelines described herein. The LASER SELPA Superintendents' Council shall annually review and approve the distribution of funding based on available dollars, utilization of the funding in each of the LEAs, and requests from any LEA to operate programs. This process allows for the reallocation of funding when necessary and for recapturing funding should the LASER SELPA ever experience declining enrollment.

Funds available are understood to be those allocated to the LASER SELPA on the Advance Certification from the CDE. Each spring the CDE provides funding estimates for the AU of the LASER SELPA using the AB 602 revenue calculations on forms distributed to each SELPA. The LASER SELPA will follow the state apportionment cycle in the distribution of special education revenues.

Revenue limit dollars generated by students in special day classes will be used as a funding source for special education programs in accordance with Education Code requirements. Funding for the LASER SELPA includes Growth, Cost of Living Adjustment ("COLA"), and Equalization allocations, as appropriate, annually as well as any other funding sources allocated to California SELPAs.

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Each LEA within the LASER SELPA is assured an equitable share of federal and state special education funds available to the LASER SELPA to provide special education services to residents of the LEAs. Services may be provided through funding allocated to the district of residence, another school district, a county office, or the AU of the LASER SELPA.

Allocation of Resources to the LEA

1. The LASER SELPA has the financial responsibility for special education and support services for all of its students. Distribution of LASER SELPA funding to operate specific LEA programs will be calculated based on the actual costs of all special education programs operated by the LEA during the previous year and will be distributed to the LEA for all such costs. Each spring, funding estimates for the following year will be based on the special education program costs of the LEA program during the previous year. LEA costs will include teacher and instructional assistant expenses plus other operating costs to include instructional materials, books, equipment, and staff training.
2. Charter schools within the LASER SELPA that operate independently from a school district as an LEA shall be subject to the guidelines within the LASER SELPA. Funding will be provided in the same manner as an LEA but not with the same allocation formula. If any charter school LEA exceeds the funding allocations specified in the Annual Budget as approved by the Superintendents Council, the cost of such excess shall be borne by the charter school LEA responsible for the excess costs.
3. Special education budgeting for AB 602 funds will be based on estimated rates from School Services. Actuals will be based on State certification.
4. Any LEA or charter school applying to be an LEA in LASER SELPA and granted such status will be budgeted at the following rates:
Year 1: Lesser of the Growth rate or LASER SELPA rate
Year 2 and beyond: Lesser of LEA/Charter base + COLA or LASER SELPA base + COLA
5. In the event an LEA, i.e., Lodi, New Hope, Oak View, or Rio Valley Charter School obtains special education services by contracting with an outside entity, funding estimates for the following year will be based on the actual contracted expenses during the previous year and the SELPA will distribute funds for all such costs. Such expenses will include teacher and instructional assistant expenses plus other operating costs to include instructional materials, books, equipment, and staff training.
6. In order to provide prudent fiscal safeguards and a consistent and equitable level of financial support, the allocation for other operating costs shall be based on a formula of \$12.30 per pupil of average daily attendance, or an amount to be determined annually by the LASER SELPA Superintendents' Council.
7. In determining special education allocations for each LEA, the annual P2 certification and the December special education pupil count will be utilized. All identified special education students aged 3 to 22 years will be included in these formulas. Preliminary data gathering will begin in January each year. Priorities will be identified beginning in February and established in May-June. Distribution of dollars should be finalized no later than 30 days after the notification by the CDE of the actual funding available to the LASER SELPA. All recommendations will be presented to the LASER SELPA Superintendents' Council for review and action.
8. The LASER SELPA Administrative Director Student Services/SELPA, in consultation with the Educational Services and Business Divisions of the AU, shall recommend the allocation of funding for instructional staffing. The allocation shall cover all estimated costs and be based on the actual costs of such staff during the previous year. The annual LASER SELPA service delivery and budget allocation plan shall be adopted following a public hearing held by the Board of Education of the AU each year in accordance with the timeline established for adoption of the overall district budget.
9. Changes in funding distribution shall be recommended by the LASER SELPA Administrative Director Student Services/SELPA, in consultation with the Educational Services and Business Divisions of the AU, to the LASER Superintendents' Council. Changes in budget allocations will be reflected on the reporting documents required of the individual LEAs by the CDE. All LEA budgets are approved at public meetings.

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10. Proposed changes by an LEA that would impact another LEAs budget or program(s) shall be submitted to the LASER SELPA Administrative Director Student Services/SELPA who will present them to the LASER SELPA Superintendents' Council for consideration. Such changes shall include, but not be limited to 1) changes in services being provided by an LEA; 2) changes in facility needs/uses; 3) programmatic requests.
11. The audit trail of utilization of federal flow-through funds shall be maintained by setting up a separate budget. The LASER SELPA Administrative Director Student Services/SELPA will assist the Business Division in preparing annual reports based on expenditure information.

c. The operation of special education programs:

The LASER SELPA Administrative Director Student Services/SELPA shall serve on behalf of the member LEAs and implement the Local Plan including the direct instructional support provided by program specialists and the following regionalized services and operations:

- Coordination of the LASER SELPA and the administration of the Local Plan.
- Coordinated system of identification and assessment.
- Coordinated system of procedural safeguards.
- Coordinated system of staff development and parent education.
- Coordinated system of curriculum development and alignment with the core curriculum.
- Coordinated system of internal program review, evaluation of the effectiveness of the local plan and implementation of a local plan accountability mechanism.
- Coordinated system of data collection and management.
- Coordination of interagency agreements.
- Coordination of services to medical facilities.
- Coordination of services to licensed children's facilities and foster family homes.
- Preparation and transmission of required LASER SELPA reports.
- Fiscal and logistical support of the CAC.
- Coordination of transportation services for students with disabilities.
- Coordination of career and vocational and transition services.
- Assurance of full educational opportunity.
- Fiscal administration and the allocation of state and federal funds.
- Direct instructional support provided by Program Specialists.

The LASER SELPA Administrative Director Student Services/SELPA, in conjunction with the Program Specialists and based on service needs, will recommend how Program Specialist services should be allocated throughout the LASER SELPA.

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d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs:

The audit trail of utilization of federal flow-through funds shall be maintained by setting up a separate budget. The LASER SELPA Director will assist the Business Division in preparing annual reports based on expenditure information. The LASER SELPA Staff Development Committee shall develop the annual plan based on annual needs assessments. LASER SELPA staff will prepare the Staff Development budget based on the committee's recommendations for the distribution and utilization of state personnel development funds.

Funding to operate special education programs for eligible students 0 through 5 shall be retained by the AU of the LASER SELPA and shall be subject to the terms and conditions of federal and state Infant and Preschool funding and program mandates.

LASER SELPA Low Incidence funding authorization shall be:

1. Based on IEP rationale that the equipment requested will promote the least restrictive environment for the student and minimize the necessity for placement in an isolated setting. A request for the expenditure of such funds for equipment shall be submitted in writing to the LASER SELPA office for administrative approval as appropriate.
2. Requests for specialized services funds shall also be based on documented IEP justification. The LASER SELPA staff will prioritize needs and recommend distribution of available state funds. The use of such services in home and schools is individually determined based on educational needs.

Allocation of Resources to the LASER SELPA AU

All other LASER SELPA revenue will be retained by the AU of the LASER SELPA. The revenue received will be utilized to operate LASER SELPA-wide programs including: Special Day Classes for Learning Disabled, Communicatively Disabled, Infant, Preschool and K-12 Severely Disabled, Orthopedically and Multi-Disabled students; Resource Specialist Programs, Designated Instruction and Services such as Language, Speech and Hearing ("LSH"), Adapted Physical Education, and Itinerant Services for Vision and Hearing-Impaired students.

The AU will use LASER SELPA revenue to provide psycho-educational assessments to determine special education eligibility, consultation by school psychologists, LSH Specialists and program specialists to determine appropriate services for students in the least restrictive environments, assistive technology, occupational and physical therapy, school nursing services, and administrative support. Regionalized Services funding shall be allocated to the AU for the purpose of ensuring the provision of Regionalized Services specified in Education Code 56836.23.

The AU will use LASER SELPA revenue to support technology and the clerical staff required to comply with all state and federally mandated reports, including the California Special Education Management Information System ("CASEMIS").

The AU will use LASER SELPA revenue to provide legal consultation on all issues related to the operation of effective and legally compliant special education programs and services in all LEAs included in the LASER SELPA. Individual LEA legal advisors shall consult with LASER SELPA legal counsel to determine the most appropriate course of action for both the individual LEA and the LASER SELPA as a whole.

The AU will use LASER SELPA revenue to absorb all unfunded special education expenses for the districts, as well as the Rio Valley Charter School, treated as a school of the district, to include, but not limited to individualized programs, related services, independent evaluations, due process hearings, legal guidance, attorneys' fees, and any other costs as identified by the LASER SELPA's Superintendents' Council. LASER SELPA revenue for the Rio Valley Charter School will be limited to all special education expenses that can be met with existing revenue. Any excess costs for Rio Valley Charter School members are to be covered by the Rio Valley Charter School.

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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:

LASER SELPA Low Incidence funding authorization shall be:
1. Based on IEP rationale that the equipment requested will promote the least restrictive environment for the student and minimize the necessity for placement in an isolated setting. A request for the expenditure of such funds for equipment shall be submitted in writing to the LASER SELPA office for administrative approval as appropriate.
2. Requests for specialized services funds shall also be based on documented IEP justification. The LASER SELPA staff will prioritize needs and recommend distribution of available state funds. The use of such services in home and schools is individually determined based on educational needs.

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; the document title; and the physical location where the policy can be found.

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

Policy/Procedure Number:

Document Title:

Document Location:

"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)

Policy/Procedure Number:

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Document Title:

Document Location:

"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 adopted by the SELPA as stated:

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

"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)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

"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)

Policy/Procedure Number:

Document Title:

Document Location:

"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)

Policy/Procedure Number:

Document Title:

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:

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Yes No

8. Confidentiality: 20 USC Section 1412(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)

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

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

Policy/Procedure Number:

Document Title:

Document Location:

"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

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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)

Policy/Procedure Number:

Document Title:

Document Location:

"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)

Policy/Procedure Number:

Document Title:

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)

Policy/Procedure Number:

Document Title:

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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

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

15. Performance Goals and Indicators: 20 USC Section 1412(a)(15)

Policy/Procedure Number:

Document Title:

Document Location:

"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)

Policy/Procedure Number:

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Document Title:

Document Location:

"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)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds." The policy is adopted by the SELPA as stated:

Yes No

18. Maintenance of Effort: 20 USC Section 1412(a)(18)

Policy/Procedure Number:

Document Title:

Document Location:

"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)

Policy/Procedure Number:

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Policy/Procedure Title:

Document Location:

"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)

Policy/Procedure Number:

Document Title:

Document Location:

"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)

Policy/Procedure Number:

Document Title:

Document Location:

"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)

Policy/Procedure Number:

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Document Title:

Document Location:

"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)

Policy/Procedure Number:

Document Title:

Document Location:

"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 direct instructional support provided by program specialists; and the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the reference number, document title, and the location (e.g., SELPA office) for each function:

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

Reference Number:

Document Title:

Document Location:

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Description: guidelines and procedures adopted by the Council. The LASER SELPA Administrative Director Student Services/SELPA will provide leadership for special education within the LASER SELPA. The LASER SELPA Administrative Director Student Services/SELPA in cooperation with the Council will act as the Executive Director, provide coordination among participating LEAs, private providers of services, advisory groups and the Council.

2. Coordinated system of identification and assessment:

Reference Number: C2. Coordinated System of Identification and Assessment

Document Title: 2021 Local Plan Narrative LASER SELPA (Revised 2021)

Document Location: <https://www.lodiUSD.net/district/student-support-services>

Description:

According to law, all school districts are obligated to identify, locate, and evaluate all children with a suspected disability residing within its jurisdiction through a referral process. (EC 56300 - 56303.) Teachers, parents, and other public and private service providers may refer a student for a special education assessment.

Once a request for assessment has been received by LASER SELPA, the Case Manager:

- Contacts the parents within fifteen (15) days and arranges a meeting to complete the referral paperwork and discuss the assessment plan.
- Meets with parent (and other appropriate professionals) to discuss the reason for the referral, special education procedures, and provides the parents with a copy of the Procedural Safeguards.
 - o Collaborates with other special education professionals (Classroom teacher, Speech and Language Therapist, Psychologist, etc.) and the parent to develop an assessment plan in the student's/parent's native language based on suspected disabilities.
 - Each assessment plan must take into account the student's primary language and student's English language status.
- Completes the Receipt of Referral.
- Provides copies of all paperwork to parent (PWN and assessment plan).
- Sends original, signed copies to the LUSD Special Education field office.
- Establishes an IEP folder and includes copies of all paperwork in file (once paperwork is received by the Special Education field office, a confidential file folder will be sent to the school).
- Reviews all available information on the student, including General Education cumulative file.
- Obtains written consent from parent to request records from outside agencies if appropriate.
- The Special Education teacher should ask the parent if they would agree to start with an SST. If the parent agrees to postpone the request for testing and proceed with a Student Success Team ("SST") first, have them put that agreement in writing, or send

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a confirmatory email. This places the request for assessment on hold (briefly and without unnecessary delay) until the SST meets. Going through the SST process prior to agreeing to a referral is recommended *but cannot be required*.

3. Coordinated system of procedural safeguards:

Reference Number: **C3. Coordinated System of Procedural Safeguards**

Document Title: **2021 Local Plan Narrative LASER SELPA (Revised 2021)**

Document Location: **<https://www.lodiUSD.net/district/student-support-services>**

Description: **Parents, legal guardians, and surrogate parents of students with disabilities are entitled to receive a copy of the "special education rights of parents and children," which is also known as the "notice of procedural safeguards" and the "Written Notice of Procedural Safeguards." Divorced parents who share educational rights of their child(ren) are each entitled to an individual copy of the Notice of Procedural Safeguards. Students who have reached the age of eighteen (18) are also entitled to receive this document, which provides an overview of their educational rights under the IDEA.**

The Notice of Procedural Safeguards must be provided to parents:

- When parents ask for a copy;
- The first time their child is referred for a special education assessment;
- Each time they are given an assessment plan to evaluate their child;
- Upon receipt of the first state or due process complaint in a school year;
- When the decision is made to make a removal that constitutes a change of placement (20 USC 1415 (d); 34 CFR 300.504; EC 56301 (d)(2), EC 56321, and EC 56341.1 (g)(1); and
- At least annually (e.g., at the annual IEP).

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

Reference Number: **C4. Coordinated System of Staff Development and Parent and Guardian Education**

Document Title: **2021 Local Plan Narrative LASER SELPA (Revised 2021)**

Document Location: **<https://www.lodiUSD.net/district/student-support-services>**

LASER SELPA has an established process for providing Special Education teachers with a series of trainings to assist in areas such as IEP meeting basics, IEP case management, IEP goal writing, Special Education instruction, etc. Teachers are supported by Special Education Coaches who provide training and supports for IEP meeting facilitation and implementation, and other areas of need to assist in the proper development of IEP

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Description:

management and instruction. General Education Coaches provide subject area instructional support as needed. Other Designated Instruction and Service providers are supported by Leads who provide mentoring and support. Special Education Coordinators oversee each specialized service providers and provide ongoing professional development on designated training days.

The CAC provides regular ongoing parent and guardian education. Topics are identified by CAC stake holders by the use of SELPA wide surveys, CAC meeting feedback, historical topics of interest, etc. Topics are presented by professional experts in the areas identified by CAC consensus. Individual sites within the SELPA provide professional development to support parents, ELD, and other areas of need identified by the sites.

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

Reference Number:

C5. Coordinated System of Curriculum Development and Alignment with the Core Curriculum

Document Title:

2021 Local Plan Narrative LASER SELPA (Revised 2021)

Document Location:

<https://www.lodiusd.net/district/student-support-services>

Description:

LEAs within LASER SELPA have Curriculum Councils and decision-making bodies which are facilitated by an Administrator, who oversees all curriculum adoptions. The councils have various grade level, subject area, and Special Education teachers to provide input and assist with curriculum adoption decisions. Additional parent and community stake holders are also included in curriculum decision making via public forums and questionnaires. Special Education and General Education coaches assist with the standard based alignment of the core curricula in all the subject areas and train in instructional best practices.

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

Reference Number:

C6. Coordinated System of Internal Program Review, Evaluation of the Effectiveness of the Local Plan, and Implementation of the Local Plan Accountability System

Document Title:

2021 Local Plan Narrative LASER SELPA (Revised 2021)

Document Location:

<https://www.lodiusd.net/district/student-support-services>

Local plan is available to all members of the public and accessible to all site and district staff within LASER SELPA. CAC preview and input are provided annually prior to adoption. Superintendent's Council oversees annual review, evaluation, and implementation of local plan. LASER SELPA Administrative Director Student Services/SELPA facilitates implementation, review, evaluation of effectiveness, and

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Description: accountability system with Superintendents and Executive Director within LASER SELPA under the direction of the Superintendent of RLA. LASER SELPA Coordinators, Program Specialists, coaches, and other Special Education Staff under the direction of the LASER SELPA Administrative Director Student Services/SELPA, implement services and supports as outlined in Local Plan in compliance with State and Federal guidelines. Regular meetings are held to uphold components of local plan.

7. Coordinated system of data collection and management:

Reference Number: **C7. Coordinated System of Data Collection and Management**

Document Title: **2021 Local Plan Narrative LASER SELPA (Revised 2021)**

Document Location: **<https://www.lodiusd.net/district/student-support-services>**

Description: LASER SELPA utilizes SEIS for special education data management/storage and ARIES as a student information system. These electronic databases are used to manage, maintain, and monitor student records and student data. Each District in LASER SELPA is responsible to independently collect and report CALPADS Data to the CDE. Data is shared with RLA superintendent, LEA Superintendents, and Executive Director. LASER SELPA is responsible to review and approve Special Education data semi-annually as per CDE requirements and timelines.

8. Coordination of interagency agreements:

Reference Number: **C8. Coordinated of Interagency Agreements**

Document Title: **2021 Local Plan Narrative LASER SELPA (Revised 2021)**

Document Location: **<https://www.lodiusd.net/district/student-support-services>**

Description: SELPA policies, procedures, and local agreements necessary to support the implementation of the local plan, and as required by legal mandates, have been developed and are available upon request. These documents can be requested through the SELPA office.

9. Coordination of services to medical facilities:

Reference Number: **C9. Coordination of Services to Medical Facilities**

Document Title: **2021 Local Plan Narrative LASER SELPA (Revised 2021)**

Document Location: **<https://www.lodiusd.net/district/student-support-services>**

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Description: **LASER SELPA has agreements with Local medical practices, hospitals, and agencies who provide referrals for Special Education preschool and infant programs. Additionally, psychiatric services are contracted to support student with mental health needs.**

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

Reference Number: **C10. Coordination of Services to Licensed Children's Institutions and Foster Family Homes**

Document Title: **2021 Local Plan Narrative LASER SELPA (Revised 2021)**

Document Location: **<https://www.lodiUSD.net/district/student-support-services>**

Description: **It shall be the policy of our LEAs that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided.**

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

Reference Number: **C11. Preparation and Transmission of Required Special Education Local Plan Area Reports**

Document Title: **2021 Local Plan Narrative LASER SELPA (Revised 2021)**

Document Location: **<https://www.lodiUSD.net/district/student-support-services>**

Description: **LASER SELPA Director under the direction of the RLA Superintendent provides oversight for planning, development, and implementation of Local Plan. Local plan is presented to CAC annually for community input. Local Plan is presented annually to Superintendent's Council for review and adoption. LASER SELPA Director under the direction of the RLA Superintendent oversees transmission of reports and implementation of Local Plan. LASER SELPA policies, procedures, and local agreements necessary to support the implementation of the local plan, and as required by legal mandates, have been developed and are available upon request. These documents can be requested through the LASER SELPA office.**

12. Fiscal and logistical support of the CAC:

Reference Number: **C12. Fiscal and Logistical Support of the CAC**

Document Title: **2021 Local Plan Narrative LASER SELPA (Revised 2021)**

Document Location: **<https://www.lodiUSD.net/district/student-support-services>**

Description: **LASER SELPA Director, under the direction of the RLA Superintendent, provides support to CAC officers via training, facilitating elections, providing facility for**

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Description: meetings, advertising meetings, funding resources needed for CAC meetings, and other supports to make CAC operative.

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

Reference Number: C13. Coordination of Transportation Services for Individuals with Exceptional Needs

Document Title: 2021 Local Plan Narrative LASER SELPA (Revised 2021)

Document Location: <https://www.lodiUSD.net/district/student-support-services>

Description: Transportation is a "related service" under the IDEA. Transportation is a related service which must be provided if "necessary" for a child to benefit from special education. (20 USC 1401(22).) "Transportation" may include travel to and from school and specialized equipment (such as special or adapted buses, lifts, and ramps), if such equipment is required to provide special transportation for a child with a disability. (34 CFR 300.24(b)(15).) The appropriate mode of transportation will depend on the student's unique needs. (See 34 CFR 300, Attachment 1; 300.24.)

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

Reference Number: C14. Coordination of Career and Vocational Education and Transition Services

Document Title: 2021 Local Plan Narrative LASER SELPA (Revised 2021)

Document Location: <https://www.lodiUSD.net/district/student-support-services>

Description: State and federal law require that transition services are included in a student's IEP by the time the student turns sixteen (16). Determining transition services is a collaborative task for the entire IEP team including the student and parents. The core post-secondary goals (outcomes) that must be addressed in the transition plan include:

1. Training;
2. Education;
3. Employment; and, as appropriate,
4. Independent living.

Transition activities/services are to be documented in the "Transition Activities" section of the IEP and the accommodation/modifications or services section as appropriate. Transition planning for students with disabilities age 16 and above is designed to provide exploratory activities including developing a sense of self-awareness and self-determination. Activities involve identifying interests, strengths, and preferences by using interest inventories, transition-planning profiles, interviews, and formal assessments to begin the process of student-centered transition planning. The site

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administrator/case manager must adhere to the following guidelines to ensure that a student's Individualized Transition Plan (ITP) has been completed by the time he or she turns 16. The Case Manager shall monitor the IEP annually to ensure that an IEP/ITP meeting is convened before the student turns 16. Assessments at this age are both formal and informal and embedded throughout instruction provided by a teacher. An assessment plan must be created by Special Education staff and then signed by parent or guardian before any assessments take place. The IEP Team can determine a transition plan is appropriate earlier than 16.

15. Assurance of full educational opportunity:

Reference Number: **C15. Assurance of Full Educational Opportunity**

Document Title: **2021 Local Plan Narrative LASER SELPA (Revised 2021)**

Document Location: **<https://www.lodiUSD.net/district/student-support-services>**

Description: **It shall be the policy of each LEA in the LASER SELPA that all pupils with disabilities have access to educational programs, nonacademic programs, and services available to non-disabled pupils.**

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.

Reference Number: **C16. Fiscal administration and the allocation of state and federal funds pursuant to EC Section 56836.01—The LASER SELPA Administrative Director Student Services/SELPA'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: **2021 Local Plan Narrative LASER SELPA (Revised 2021)**

Document Location: **<https://www.lodiUSD.net/district/student-support-services>**

Districts and the County Office of Education ("COE") acknowledge the obligation to maintain the level of general fund contribution towards the provision of special education services at a level equal to or greater than of the prior year, noting the limited exceptions to maintenance of effort provided for in state and federal law. State Special Education Revenue and Federal Local Assistance Grant funds, are distributed on an Average Daily Attendance ("ADA") basis, after regionalized services are funded first. These services include partial funding for county operated programs, LASER SELPA office operations, pooled funds for a variety of purposes including a and agency placements, legal defense, catastrophic costs, etc. All direct allocations to districts are distributed proportionally, based on ADA. All property taxes allocated to

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Description:

the LASER SELPA are used to partially fund county operated special education programs.

Infant Discretionary funds are allocated pursuant to applicable state and federal laws, and are used to fund regionalized, county operated special education programs for students with severe disabilities.

Preschool local assistance funds are also allocated pursuant to applicable state and federal laws, and are used to fund district operated, preschool special education programs for students with mild and moderate disabilities.

Revenue subject to the LASER SELPA allocation Model include the following:

- a) IDEA Basic Local Assistance Entitlement, Part B (RS 3310),
- b) IDEA Local Preschool Grant, Part B (RS 3315)
- c) IDEA Mental Health Allocation Plan, Part B (RS 3327)
- d) IDEA Early Intervention Grants, also referred to as Part C, Early Start (RS 3385)
- e) IDEA Preschool Staff Development, Part B, (RS 3345)
- f) IDEA Alternative Dispute Resolution (RS 3395)
- g) State Special Education, also referred to as AB 602, (RS 6500)
- h) State Special Education: Mental Health Services, also referred to as AB 114, (RS 6512)
- i) State Special Education: Infant Discretionary Funds (RS 6515)

Age 0-3 years, Infant/Toddler Funds
Infant special education funds, including RS 3385 and RS 6515, are transferred to the LASER SELPA to operate the Early Start (age 0- years) special education program. **Age 3-22 years,**

School Age Funds
After regionalized services are funded, State and Federal special education funds, including RS 3310, RS 3315, RS 3327, RS 3345, RS 3395, RS 6500 and RS 6512, are allocated based upon prior year ADA.
Regionalized services, funded prior to distribution of revenue apportioned for 3-2 year old students, include:

- a) LASER SELPA operated Moderate to Severe disabilities Special Day Class ("SDC") Program,
 - i) The Moderate to Severe SDC Program includes all related services, except transportation
 - ii) All property taxes allocated to the LASER SELPA are used to partially fund LASER SELPA operated special education programs to reduce the state revenue apportioned to LASER SELPA.
- b) LASER SELPA operated Deaf Hard-f-earing ("DHH") program
- d) LASER SELPA Services, as directed by the Superintendent's Council annually, including but not limited to:
 - i) the LASER SELPA office;
 - ii) funds for California Children's Services ("CCS") equipment;
 - iii) special education database contract;

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iv) Low Incidence revenue; and
v) Staff development funds.

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

Reference Number: C17. Direct instructional program support that maybe provided by program specialists in accordance with EC Section 56368:

Document Title: 2021 Local Plan Narrative LASER SELPA (Revised 2021)

Document Location: <https://www.lodiUSD.net/district/student-support-services>

Description:

Program Specialists in LASER SELPA are required to hold a valid special education credential, clinical services credential, health services credential, or a school psychologist authorization and has advanced training and related experience in the education of individuals with exceptional needs and a specialized in-depth knowledge in preschool disabilities, career vocational development, or one or more areas of major disabling conditions.
Program Specialist duties are as follows:

1. Observe, consult with, and assist resource specialists, designated instruction and services instructors, and special class teachers.
2. Plan programs, coordinate curricular resources, and evaluate effectiveness of programs for individuals with exceptional needs.
3. Participate in each school's staff development, program development, and innovation of special methods and approaches.
4. Provide coordination, consultation, and program development primarily in one specialized area or areas of his or her expertise.
5. Be responsible for assuring that pupils have full educational opportunity regardless of the district of residence.

Special Education Local Plan Area Services

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

Reference Number: D1. A Description of Programs for Early Childhood Special Education from Birth to Five Years of Age

Document Title: 2021 Local Plan Narrative LASER SELPA (Revised 2021)

Document Location: <https://www.lodiUSD.net/district/student-support-services>

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Description:

A collaborative effort will continue with all agencies in LASER SELPA to ensure services to infants and their families. The collaborative between Valley Mountain Regional Center and Early Head Start. For a listing of programs for early childhood special education programs and services for children aged three through five years of age, see the Annual Service Plan.

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:

Reference Number:

D2. 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 LASER SELPA governing body or individual administrator

Document Title:

2021 Local Plan Narrative LASER SELPA (Revised 2021)

Document Location:

<https://www.lodiUSD.net/district/student-support-services>

Description:

Members of the public, including parents or guardians of students with disabilities, staff, public and non-public agencies, and members of the public at large, may address questions to the governing boards of the LEAs, the RLA, and the Superintendents' Council.

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:

Reference Number:

D3. 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:

2021 Local Plan Narrative LASER SELPA (Revised 2021)

Document Location:

<https://www.lodiUSD.net/district/student-support-services>

Disputes over the distribution of funding, the responsibility for service and other governance activities are subject to the dispute process as provided herein.

Procedures for Conflict Resolution

In the event the Superintendents' Council cannot achieve that consensus in the decision-making process either or the Governing Boards will activate the following procedures for mediation of differences.

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Description:

Level I Procedures
Superintendent's Council:
Will resolve issues by majority vote. If agreement cannot be reached, the RLA Superintendent or LEA Superintendent will request mediation from the County Superintendent of schools. The resultant recommendation will be advisory to the Superintendents' Council.

Level II Procedure
Governing Boards:
Will resolve issues by majority vote. If an agreement cannot be reached, or if a proposal requires unanimous consent from each LEA, the RLA Superintendent or the LEA Superintendent will request mediation from the County Superintendent of schools. The resultant recommendation will be advisory to the Superintendents' Council. Thirty days after the advisory recommendation, the RLA Board has the authority to determine a resolution of the program.

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:

Reference Number:

D4. 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:

2021 Local Plan Narrative LASER SELPA (Revised 2021)

Document Location:

<https://www.lodiUSD.net/district/student-support-services>

Description:

A student shall be referred for special education instruction and services only after the resources of the regular education program have been considered and used where appropriate.

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:

Reference Number:

D5. 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

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Document Location:

Description:

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)

Reference Number:

D6. 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

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Document Location:

Description: