

**LOCAL PLAN**  
**Section A: Contacts and Certifications**  
**SPECIAL EDUCATION LOCAL PLAN AREA**



California Department of Education  
Special Education Division  
2023–24 Local Plan Annual Submission

Section A: Contacts and Certifications

SELPA NORTH SANTA CRUZ COUNTY

Fiscal Year 2023–24

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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="NORTH SANTA CRUZ COUNTY"/>		
Street Address	<input type="text" value="400 Encinal Street"/>	Zip Code	<input type="text" value="95060"/>
City	<input type="text" value="Santa Cruz"/>	County	<input type="text" value="Santa Cruz"/>
Mailing Address	<input type="text" value="400 Encinal Street"/>		
City	<input type="text" value="Santa Cruz"/>	Zip Code	<input type="text" value="95060"/>
Administrator First Name	<input type="text" value="Jessica"/>	Administrator Last Name	<input type="text" value="Little"/>
Administrator Title	<input type="text" value="Executive Director"/>		
Administrator's Email	<input type="text" value="jlittle@santacruzcoe.org"/>		
Telephone	<input type="text" value="(831) 466-5701"/>	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="Santa Cruz County Office of Education"/>		
Street Address	<input type="text" value="400 Encinal Street"/>	Zip Code	<input type="text" value="95060"/>

Section A: Contacts and Certifications

SELPA

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City	<input type="text" value="Santa Cruz"/>	County	<input type="text" value="Santa Cruz"/>
Contact First Name	<input type="text" value="Faris"/>	Last Name	<input type="text" value="Sabbah"/>
Contact Title	<input type="text" value="County Superintendent"/>		
Email	<input type="text" value="fsabbah@santacruzcoe.org"/>		
Telephone	<input type="text" value="(831) 466-5900"/>	Extension	<input type="text"/>

**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

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

STEP 3: Prior Submissions

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

Section B: Governance and Administration

Section D: Annual Budget Plan

Section E: Annual Service Plan

STEP 4: Local Plan Collaboration

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

Add	Agency	First and Last Name	Title	Section
-	Live Oak School District	Sharlene Ames	Administrator-Gen. Ed.	Multiple
-	San Lorenzo Valley School District	Jennifer Lahey	Administrator-Spec. Ed.	Multiple
-	North Santa Cruz SELPA	Jessica Little	Administrator-Spec. Ed.	All
-	Santa Cruz County Office of Education	Audrey Nielsen	Teacher-Spec. Ed.	Section B

Section A: Contacts and Certifications

SELPA NORTH SANTA CRUZ COUNTY

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Add	Agency	First and Last Name	Title	Section
-	Soquel Union Elementary District	Lori Kearney	Teacher-Gen. Ed.	Section B
-	Community Advisory Committee	Elizabeth Marzili	CAC	Section B
-	Community Advisory Committee	John Roberts	Parent	Section B
-	Santa Cruz County Office of Education	Natia Ambrosi	Other	Multiple
-	Happy Valley Elementary District	Michelle Stewart	Administrator-Gen. Ed.	Section B
-	Delta Charter	Jennifer Ra'anan	Administrator-Gen. Ed.	Section B
-	Santa Cruz City Schools	Stacy O'Farrell	Administrator-Spec. Ed.	Section B
-	Pacific Collegiate Charter	Jessica Alvarez-Patterson	Administrator-Spec. Ed.	Section B

STEP 5: Certifications

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

- Certification 1: SELPA Local Plan Section B: Governance and Administration
- Certification 2: SELPA Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plan
- Certification 3: COE (Required for all SELPA Local Plan Sections B, D, and E)  
 Number Submitted 1
- 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 13

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.

Section A: Contacts and Certifications

SELPA

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



Section A: Contacts and Certifications

SELPA NORTH SANTA CRUZ COUNTY

Fiscal Year 2023–24

## Certification 1

### Local Plan Section B: Governance and Administration

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

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

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

Single LEA SELPA     Multiple LEA SELPA     COE Joined SELPA

#### For a multiple LEA SELPA or a COE joined SELPA

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

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

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

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

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

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

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

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

Administrative Entity\*

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

SELPA NORTH SANTA CRUZ COUNTY

Fiscal Year 2023–24

## Certification 2

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

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

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

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

Single LEA SELPA     Multiple LEA SELPA     COE Joined SELPA

#### For a multiple LEA SELPA or a COE joined SELPA

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

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

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

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

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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.

**SELPA** NORTH SANTA CRUZ COUNTY

**Fiscal Year** 2023–24

### Certification 3: County Office of Education

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

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

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

Yes  No

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

Yes  No

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

Approved

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

The COE certifies the SELPA is a:

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

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

SELPA NORTH SANTA CRUZ COUNTY

Fiscal Year 2023–24

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

**For a multiple LEA SELPA or a COE joined SELPA**

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

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

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

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

[Single-LEA SELPA](#)

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

[Multiple LEA SELPA or COE joined SELPA](#)

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

Yes  No

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

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

**SELPA**

NORTH SANTA CRUZ COUNTY

**Fiscal Year**

2023–24

Yes  No

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

<https://santacruzcoe.org/student-services/north-santa-cruz-county-selpa/>

**Authorized Signature**

**Faris Sabbah**

COE Superintendent

**5/18/2023**

Date

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

**SELPA** NORTH SANTA CRUZ COUNTY

**Fiscal Year** 2023–24

**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.

**Cert 4-1. Community Advisory Committee Participation**

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

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

**Cert 4-2. Community Advisory Committee Review Timeline**

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

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

**Cert 4-3. Community Advisory Committee Comments**

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

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

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

**Authorized Signature**

Elizabeth Marzili

CAC Chairperson

5/18/2023

Date



SELPA

Fiscal Year

### Certification 5: Local Educational Agency

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

LEA

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

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

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

#### For a multiple LEA SELPA or a COE joined SELPA

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

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

**SELPA**

**Fiscal Year**

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

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

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

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

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

**Cert 5-3. Submission Certification Requirements for LEAs**

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

1. All district and charter LEAs must sign a Certification 5 if the Local Plan submission is for an annual amendment (due June 30) for Sections D: Annual Budget Plan, or Section E: Annual Services Plan.
2. If the submission is an amendment to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan submitted during fiscal year **2022–23**, then only the newly affected LEAs are required to submit Certification 5 with the amendment(s).
3. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

**Authorized Signature**

LEA Superintendent/Chief Administrator

Date

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

SELPA

Fiscal Year

**Certification 5: Local Educational Agency**

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

LEA

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

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

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

**For a multiple LEA SELPA or a COE joined SELPA**

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

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

**SELPA** North Santa Cruz County SELPA

**Fiscal Year** 2023–24

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

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

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

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

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

<https://santacruzcoe.org/student-services/north-santa-cruz-county-selpa/>

**Cert 5-3. Submission Certification Requirements for LEAs**

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

1. All district and charter LEAs must sign a Certification 5 if the Local Plan submission is for an annual amendment (due June 30) for Sections D: Annual Budget Plan, or Section E: Annual Services Plan.
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3. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

**Authorized Signature**

Jen Ra'anan

LEA Superintendent/Chief Administrator

5/18/2023

Date

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

SELPA

Fiscal Year

**Certification 5: Local Educational Agency**

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

LEA

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

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

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**For a multiple LEA SELPA or a COE joined SELPA**

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

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

**SELPA** North Santa Cruz County SELPA

**Fiscal Year** 2023–24

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

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

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

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

<https://santacruzcoe.org/student-services/north-santa-cruz-county-selpa/>

**Cert 5-3. Submission Certification Requirements for LEAs**

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**Authorized Signature**

**Michelle Stewart**

LEA Superintendent/Chief Administrator

**5/18/2023**

Date

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

SELPA

Fiscal Year

**Certification 5: Local Educational Agency**

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

**SELPA** North Santa Cruz County SELPA

**Fiscal Year** 2023–24

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**Authorized Signature**

**Daisy Morales**

LEA Superintendent/Chief Administrator

**5/18/2023**

Date



**SELPA**

**Fiscal Year**

### Certification 5: Local Educational Agency

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

**SELPA** North Santa Cruz County SELPA

**Fiscal Year** 2023–24

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**Authorized Signature**

**Megan Tresham**

LEA Superintendent/Chief Administrator

**5/18/2023**

Date

SELPA

Fiscal Year

### Certification 5: Local Educational Agency

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

**SELPA** North Santa Cruz County SELPA

**Fiscal Year** 2023–24

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**Authorized Signature**

**Maria Reitano**

LEA Superintendent/Chief Administrator

**5/18/2023**

Date

SELPA

Fiscal Year

### Certification 5: Local Educational Agency

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

**SELPA**

**Fiscal Year**

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**Authorized Signature**

LEA Superintendent/Chief Administrator

Date

**SELPA**

**Fiscal Year**

### Certification 5: Local Educational Agency

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

**SELPA** North Santa Cruz County SELPA

**Fiscal Year** 2023–24

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**Authorized Signature**

**Faris Sabbah**

LEA Superintendent/Chief Administrator

**5/18/2023**

Date



**SELPA**

**Fiscal Year**

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

**SELPA**

**Fiscal Year**

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LEA Superintendent/Chief Administrator

Date

SELPA

Fiscal Year

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**SELPA**

**Fiscal Year**

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

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

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

**Cert 5-3. Submission Certification Requirements for LEAs**

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

1. All district and charter LEAs must sign a Certification 5 if the Local Plan submission is for an annual amendment (due June 30) for Sections D: Annual Budget Plan, or Section E: Annual Services Plan.
2. If the submission is an amendment to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan submitted during fiscal year **2022–23**, then only the newly affected LEAs are required to submit Certification 5 with the amendment(s).
3. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

**Authorized Signature**

LEA Superintendent/Chief Administrator

Date

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

SELPA

Fiscal Year

**Certification 5: Local Educational Agency**

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

LEA

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

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

- Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or
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  - Small and Sparse or Isolated: This selection must meet requirements for, Multiple or Joined SELPAs as described above, and *EC* sections 56211 through 56212.

**For a multiple LEA SELPA or a COE joined SELPA**

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

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

**SELPA**

**Fiscal Year**

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

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**Authorized Signature**

LEA Superintendent/Chief Administrator

Date

SELPA

Fiscal Year

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

**SELPA**

**Fiscal Year**

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**Authorized Signature**

LEA Superintendent/Chief Administrator

Date



SELPA

Fiscal Year

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

**SELPA** North Santa Cruz County SELPA

**Fiscal Year** 2023–24

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.

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

<https://santacruzcoe.org/student-services/north-santa-cruz-county-selpa/>

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3. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

**Authorized Signature**

**Tanya Krause**

LEA Superintendent/Chief Administrator

**5/18/2023**

Date

**LOCAL PLAN**  
**Section B: Governance and Administration**  
**SPECIAL EDUCATION LOCAL PLAN AREA**



California Department of Education  
Special Education Division

SELPA North Santa Cruz County SELPA

Fiscal Year 2023-24

## **B. Governance and Administration**

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

### **Participating Local Educational Agencies**

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

### **Special Education Local Plan Area—Local Plan Requirements**

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

The North Santa Cruz County Special Education Local Plan Area (SELPA) is a multi-LEA SELPA comprised of thirteen Local Educational Agencies (LEAs) including ten school districts: Bonny Doon Elementary, Happy Valley Elementary, Live Oak Elementary, Mountain Elementary, Pacific Elementary, Santa Cruz City Elementary, Santa Cruz City High School, San Lorenzo Valley Unified, Scotts Valley Unified, Soquel Union Elementary; two charter schools that are their own LEA for Special Education purposes: Delta Charter School, Pacific Collegiate Charter School; and the Santa Cruz County Office of Education (SCCOE). The SCCOE is also designated as the Administrative Unit (AU) for the North Santa Cruz County SELPA.

The SCCOE is considered an LEA for all purposes of this agreement except where referred to as the AU. In adopting the Local Plan, each participating LEA agrees to carry out the duties and responsibilities assigned to it within the plan and to ensure equal access to programs and services to eligible persons requiring special education in the SELPA.

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

The North Santa Cruz County Special Education Local Plan Area (SELPA) is a multi-LEA SELPA comprised of thirteen Local Educational Agencies (LEAs). The regional governance and administrative structure of the SELPA is established by agreement among the governing boards of the member LEAs. It consists of the Special Education Coordinating Agency (SECA), the Special Education Council (SEC), and the Community Advisory Committee (CAC). The SELPA Director may convene additional advisory committees as needed. The SELPA Director is responsible for coordination of the SELPA and implementation of the Local Plan. The SCCOE is designated as the Administrative Unit (AU) for the North Santa Cruz County SELPA.

**Special Education Coordinating Agency (SECA)**

The governance council, SECA, consists of the superintendent/chief administrative officer of each participating LEA. The LEA superintendent/chief administrative officer exercises their authority and responsibilities in accordance with policies and procedures of their local governing board and within the voting procedures of the SECA Joint Powers Agreement (JPA). All meetings of SECA shall be held according to law, including the Brown Act, providing a method by which members of the public may address questions or concerns to the governing body.

The County Superintendent of Santa Cruz County shall serve as a member of the SECA and will have the responsibility for coordination and implementation of the Local Plan in accordance with approved policies and procedures.

**Community Advisory Committee (CAC)**

The CAC serves in an advisory capacity to the SELPA and SECA in accordance with Education Code 56190-56194, CAC by-laws, and the North Santa Cruz County SELPA Procedural Handbook. The CAC reviews and provides input into the development of the Local Plan, recommends annual priorities to be addressed by the SELPA, and assists in parent education and awareness. The CAC includes parents, students, special education and general education staff members, and community members appointed by LEA governing boards. At least a majority of the CAC shall be composed of parents of students enrolled in schools participating in the local plan area, and at least a majority of such parents shall be parents of students with disabilities within the SELPA. CAC members shall be appointed by LEA governing boards. The SELPA Director or designee serves as ex-officio member of the CAC and acts as the liaison between the CAC and the SECA. All meetings of the committee shall be held according to law, including the Brown Act.

**Special Education Council (SEC)**

The SEC is an advisory body to the SELPA Director and SECA. The SEC is comprised of special education administrators, who are responsible as representatives of their LEAs to ensure that all eligible students with disabilities receive appropriate services. The purpose of the SEC is to provide input to the SELPA Director regarding, but not limited to, the Local Plan, special education program needs, professional development, fiscal allocation, interagency agreements, policies, forms, and procedures. SEC also provides for collaboration, cooperation, and communication among and between LEAs and the SELPA in order to ensure a continuum of special education services throughout the SELPA.

**SELPA Director**

The AU is responsible for the recruitment of the SELPA Director. The selection of a candidate for the position of SELPA Director shall be the responsibility of the SECA. The SECA conducts the evaluation of the SELPA Director. The SELPA Director assists in assuring that LEAs and the Santa Cruz County Office of Education provide a full continuum of programs and services to

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students with disabilities and that these programs and services are provided according to all legal mandates. The SELPA Director provides support and resources to members of the public, including parents or guardians of individuals requiring special education who are receiving services under the local plan, including the availability of established due process and legal service options and procedures. In cooperation with the California Department of Education, the SELPA Director provides information to ensure compliance with local, state and federal mandates. The SELPA Director serves as an ex-officio member of the SECA and CAC.

Additional information can also be found in the Joint Powers Agreement (JPA), CAC by-laws, SECA by-laws, AB602 Special Education Fiscal Allocation Plan and SELPA Procedural Handbook.

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

According to the Joint Powers Agreement, the formal adoption of policies shall be by majority vote of LEA representatives at the SECA. Policy proposals and suggested amendments to, or revisions of, existing policies shall be submitted and suggested to all members of the Governing Council in writing prior to a regularly scheduled Council meeting in which such proposed policies, amendments, or revisions shall be read and discussed. Policies will, barring emergencies, be adopted or amended after consideration at two meetings of the Council.

Policies may be approved for interim application on one reading but will require a second reading for formal adoption. The agenda minutes shall be marked to indicate policy matters. Directly following the approval or revision of any policy within the SELPA, Superintendents are charged with the task to work with LEA Administrators and staff to implement all SELPA adopted policies and procedures.

LEA Governing Boards

The governing board of each LEA shall approve its participation in the SELPA for Special Education. The local governing board responsibilities include, but are not limited to: adoption of policies and procedures for special education programs and services within their districts; LEA compliance with all elements of the local plan; input on SELPA policies and procedures through the Superintendent of the LEA.

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

The County Superintendent of Santa Cruz County shall serve as a member of the SECA and will have the responsibility for coordination and implementation of the Local Plan in accordance with approved policies and procedures.

The Santa Cruz County Office of Education is the AU, as designated by the SECA. SCCOE functions as an LEA and has status equal to other LEAs in the SELPA. The SELPA and AU maintain an MOU outlining necessary administrative supports.

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

Yes       No

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

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

It is the Community Advisory Committee's intent to take a proactive interest in all matters concerning the Local Plan and the children and families which it serves. It is involved in both the planning and implementation being done on their behalf.

The CAC serves the Special Education Local Plan Area and the Special Education Coordinating Agency in an advisory capacity, in accordance with Education Code 56190-56194 and the North Santa Cruz County SELPA CAC by-laws. The CAC reviews and provides input into the development of the local plan, recommends annual priorities to be addressed by the SELPA, and assists in parent education and awareness. The CAC includes parents, students, special education and general education staff members, and community members appointed by LEA governing boards. The majority of members are parents, and the majority of parents are parents of children with disabilities within the SELPA.

CAC members shall be appointed by LEA governing boards. The SELPA Director or designee serves as ex-officio member of the CAC and acts as the liaison between the CAC and the

SECA.

A draft of the Local Plan is submitted to the CAC at least 30 days prior to submission for review. The CAC forwards any recommendations, revisions, or comments regarding the Local Plan to the SELPA Director and Local Plan Committee for review. The CAC Chairperson signs the plan on behalf of the committee to indicate a thirty-day review period and compliance with CAC by-laws.

CAC Responsibilities

Advising on the development, amendment, and review of the local plan; recommending annual priorities to be addressed by the SELPA; assisting in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the plan; encouraging community involvement in the development of the local plan; supporting activities on behalf of individuals with exceptional needs; and assisting in parent awareness of the importance of regular school attendance.

The CAC shall have regularly scheduled meetings not less than two times per year. All meetings of the committee shall be held according to law, in accordance with the Brown Act.

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

The SELPA Director shall be responsible for the coordination and development of the Local Plan. Amendments to the permanent portion of the local plan may be considered at any time. A committee comprised of special and regular education teachers and administrators, as well as CAC representatives shall be convened to provide input and make recommendations regarding the Local Plan.

The CAC and other advisory groups as determined appropriate by the SELPA Director will review the input and the recommended changes to the Local Plan, as presented by the committee, and provide additional input and revision, if needed.

The SECA will review and approve the final draft of the Local Plan for approval and adoption.

Following approval by the SECA and the SCCOE, the SELPA will submit the Local Plan to the California Department of Education for approval.



Section B: Governance and Administration

SELPA North Santa Cruz County SELPA

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

All funds flow from the State directly to the North Santa Cruz County SELPA AU, which is the Santa Cruz County Office of Education. The SELPA AU, in turn, allocates the funds to SELPA-member Local Education Agencies according to the SELPA AB602 Fiscal Allocation Plan.

**AB602 Allocation Plan Income Distribution Model and Maintenance of Effort**

An income distribution model has been adopted by the SECA and shall be reviewed and revised on a regular basis. The model distributes all funds pursuant to applicable state and federal regulations. Each LEA acknowledges 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 that of the prior year (Maintenance of Effort), in compliance with state and federal mandates. The County Superintendent of the Santa Cruz County Office of Education shall be designated as the Superintendent of the Responsible Local Agency (RLA). The RLA Superintendent will serve as a member of the SECA and will have the responsibility for the coordination and implementation of the Local Plan in accordance with approved policies and procedures.

**RLA Superintendent Responsibilities**

Serve as a member of the SECA; receive and maintain accountability for the use of Regionalized Service funds appropriated to the SELPA; establish appropriate record keeping procedures to be followed by each LEA for purposes of maintaining accurate fiscal and accounting records in accordance with state and federal requirements and submit required reports to the appropriate authorities; recommend to the SECA a plan for the sharing of regionalized service funds when LEAs are required to perform duties related to staff development, fiscal and accounting reports or other data gathering activities associated with required reporting activities.

**Administrative Unit (AU)**

The SECA has designated the SCCOE as the AU for the SELPA. The AU is the SELPA's fiscal agent and is responsible for implementing the following functions according to an MOU between the AU and SELPA: receipt and distribution of special education funds for the operation of special education programs and services, pursuant to state and federal law and the AB602 fiscal allocation plan; administrative support, including establishing and

Section B: Governance and Administration

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maintaining an office for SELPA staff; and employing SELPA staff to coordinate implementation of the Local Plan.

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

Each Local Education Agency (LEA) member of the North Santa Cruz County SELPA shall ensure that interagency agreements and other means of interagency coordination are in effect to ensure services required for a free appropriate public education (FAPE) are provided.

The NSCC SELPA maintains contractual agreements with local entities to provide parent education and advocacy; a coordinated system of identification, referral and placement, and other activities. Interagency agreements and memorandums of understanding necessary to support the implementation of the Local Plan include, but aren’t limited to, the following agencies: California Children’s Services, Encompass Community Services, Head Start, San Andreas Regional Center.

Other interagency agreements will be developed as needed. Copies of these documents can be requested through the SELPA office.

Each LEA is responsible for obtaining and implementing all services as outlined in Individual Education Plans (IEPs) and Individual Family Service Plans (IFSPs) to ensure a free appropriate public education (FAPE).

When IEP services and placements are needed that are not available or accessible through the SELPA’s interagency agreements, LEAs may choose to enter into a contractual agreement for services with a non-public agency (NPA) or non-public school (NPS) pursuant to the SELPA Master Contract.

The LEA representative shall review the master contract, create an individual services agreement (ISA), and review the IEP to ensure that all services agreed upon and specified in the IEP are provided. Each LEA that contracts with a nonpublic, nonsectarian school shall evaluate the placement of its student(s) in such schools on at least an annual basis and prior to placement as part of the annual IEP review. The LEA shall conduct at least one onsite monitoring visit each school year they have a student placed via a master contract in accordance with AB1172 as applicable.

Section B: Governance and Administration

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10. For multi-LEA local plans, specify:

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

According to the Joint Powers Agreement, representation on the SECA shall be as follows:

Charter Schools and Direct Service Districts shall be represented by the Chief Administrative Officer. The Chief Administrative Officer shall appoint one alternate to represent the school district in their absence. The alternate will be an individual of their choosing selected to represent their interests and be appointed for one school year to serve as the voting representative in their absence.

LEAs shall be represented by the District Superintendent or the Chief Administrative Officer. The District Superintendent or Chief Administrative Officer shall appoint one alternate to represent the school district in their absence. The alternate must be an employee of the school district and be appointed for one school year to serve as the voting representative in their absence.

Office of the County Superintendent of Schools shall be represented by the County Superintendent of Schools. The County Superintendent of Schools shall appoint one alternate to represent the County Office of Education in their absence. The alternate must be an employee of the County Office of Education, appointed for one school year and serve as the voting representative in their absence.

The formal adoption of policies shall be by majority vote of LEA representatives. Policy proposals and suggested amendments to or revisions of existing policies shall be submitted and suggested to all members of the Governing Council in writing prior to a regularly scheduled SECA meeting in which such proposed policies, amendments, or revisions shall be read and discussed. Policies will, barring emergencies, be adopted or amended after consideration at two meetings of the Council. Policies may be approved for interim application on one reading but will require a second reading for formal adoption. The agenda minutes shall be marked to indicate policy matters.

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

The Responsible Local Agency (RLA) is the Santa Cruz County Superintendent. The RLA and the Superintendents/Chief Administrative Officers of each LEA are responsible to their

respective governing boards for the implementation of all elements of the Local Plan.

**LEA and COE Superintendents**

Serve as a member of the SECA; assist in the identification of special education program and service needs for the North Santa Cruz County SELPA through participation on the SECA; and communicate SELPA information to their governing boards.

**LEA Governing Boards**

The governing board of each LEA shall approve its participation in the North Santa Cruz County SELPA. The local governing board responsibilities include, but are not limited to: adoption of policies and procedures for special education programs and services within their districts; LEA compliance with all elements of the local plan; input on SELPA policies and procedures through the superintendent of the LEA; and appointment of individuals to the CAC.

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

**Local Educational Agency (LEA) and County Office of Education (COE) Responsibilities:**

Each LEA member of the NSCC SELPA shall be responsible for educating children with disabilities by providing a free and appropriate public education in the least restrictive environment. Students with disabilities are served in their home districts whenever the needs identified on the individualized education program (IEP) can be met within the home district.

However, it is recognized that some students have unique educational needs that cannot be met in their home districts. Due to unique identified educational needs, some students receive services from other districts and/or the SCCOE within the SELPA as well as nonpublic schools (NPS).

**LEA responsibilities include, but are not limited to:**

Coordinating and conducting Child Find activities; developing and providing programs and services for all eligible students residing in the district and for students at private schools located in the district; identifying and serving students in medical, foster or Licensed Children’s Institute (LCI) facilities; participating in state/district-wide assessments; operating all special education programs and services in accordance with state and federal laws and regulations; responding to compliance and due process complaints and implementing the decisions of compliance investigations or due process hearings; utilizing the same management information system, forms, procedures and guidelines as all other districts within the SELPA; and collecting and completing state and federal reporting requirements; including, but not limited to: timely submission of compliance and monitoring reports, self-reviews, comprehensive verification reviews, and other data submission as required by state and federal law.

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**LEA Governing Boards**

The governing board of each LEA shall approve its participation in the North Santa Cruz County SELPA. The responsibilities include, but aren't limited to: adoption of policies and procedures for special education programs and services within their districts; LEA compliance with all elements of the local plan; input on SELPA policies and procedures through the superintendent of the LEA; and appointment of individuals to the CAC.

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

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

The SCCOE, which is the AU, is responsible for the recruitment of the SELPA Director. The selection of a candidate for the position of SELPA Director shall be the responsibility of the SECA. The SECA supervises, disciplines, and conducts the evaluation of the SELPA Director in conjunction with the RLA/AU in accordance with the personnel policies and practices of the Santa Cruz County Office of Education.

**RLA/ AU Responsibilities:**

The SCCOE serves as the employing agency for SELPA personnel. Such personnel will include, but not be limited to, the SELPA Director and other personnel supporting the SELPA. Employment of such personnel will be in accordance with personnel policies and practices of the SCCOE. Along with the SECA, SCCOE provides the evaluation of the SELPA Director.

**SELPA Director:**

Comply with SCCOE personnel policies and procedures under the direction and supervision of the SECA and SCCOE.

**Individual LEA SECA Responsibilities:**

Members of the SECA supervise the recruitment and selection process for the SELPA Director; provide direction to the SELPA Director; provide input to the SCCOE regarding the evaluation of the SELPA Director.

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

All funds flow from the State directly to the North Santa Cruz County SELPA AU, which is the Santa Cruz County Office of Education. The SELPA AU, in turn, allocates the funds to SELPA-member Local Education Agencies according to the SELPA AB602 Fiscal Allocation Plan. The Allocation Plan has been adopted by the SECA and shall be reviewed at least annually. The model distributes all funds pursuant to applicable state and federal regulations.

The SECA has designated the SCCOE as the AU for the SELPA. The AU is the SELPA's fiscal agent and is responsible for receipt and distribution of special education funds for the operation of special education programs and services, pursuant to state and federal law.

The RLA/AU shall establish appropriate record keeping procedures to be followed by each LEA for purposes of maintaining accurate fiscal and accounting records in accordance with state and federal requirements and submit required reports to the appropriate authorities.

Funding for regionalized programs and services are funded first, then LEAs receive state and federal funding for special education in accordance with the SELPA AB602 funding allocation plan. Regionalized programs and services include, but aren't limited to: county operated programs, SELPA office and administration costs, special education student information system costs, and pooled funds for a variety of purposes outlined in the AB602 allocation plan. LEAs are responsible for all costs incurred in the provision of special education and related services, including but not limited to: instruction, services, transportation, nonpublic school/ agency placements, inter/intra SELPA placements, due process proceedings, complaints and attorney fees.

LEAs document that all state and federal special education funds apportioned are used for the sole purpose of providing special education instruction and/or related services to identified students with disabilities. LEAs return any special education apportionment not used solely for the purpose of providing special education instruction and/or related services to identified students with disabilities to be recaptured by the SELPA for reallocation to other LEAs. In addition, each LEA acknowledges 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 that of the prior year (Maintenance of Effort), in compliance with state and federal mandates.

The SELPA Director, along with an advisory committee made up of representatives from the member LEAs consisting of superintendents, chief business officials, and special education administrators representing the small, medium, large and charter LEAs review the AB602 fiscal allocation plan, analyze any impact, and make recommendations to the SECA for any amendments to AB602.

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

RLA/ SCCOE/ AU Responsibilities:

The Santa Cruz County Office of Education operates several types of programs, including Alternative Education Programs and Regional Special Educational Programs and Services to meet a variety of student needs within the SELPA.

SELPA Director:

The SELPA Director assists in assuring that the LEAs and SCCOE provide a full continuum of programs and services to students with disabilities and that these programs and services are provided according to all legal mandates. The SELPA Director provides support and resources to members of the public, including parents or guardians of individuals requiring special education who are receiving services under the Local Plan, including the availability of established due process and legal service options and procedures. In cooperation with the California Department of Education, the SELPA Director provides information to ensure that all special education students receive due process of law.

The SELPA Director maintains interagency agreements with San Andreas Regional Center, California Children's Services, Head Start, Encompass, and others as needed to ensure a full range of special education programs and services. The SELPA Director also ensures appropriate use of federal, state, and local funds allocated for special education; prepares program and fiscal reports required by the LEAs and California Department of Education; assists in coordination of professional development, including training of staff and parents; provides technical assistance and consultation to LEAs in all areas of special education, including dispute resolution; participates in training and professional development in order to provide technical assistance to LEAs and assist with questions and concerns; adopts and implements a special education management information system.

Local Educational Agency (LEA):

Board policy of each LEA member of the North Santa Cruz County SELPA shall indicate that the LEA is responsible for educating children with disabilities in the least restrictive environment. Placement in special education programs or services occurs only when the nature or severity of the disability is such that the child's education, even with the use of modifications of the general education program or use of supplementary aids or programs, cannot be achieved satisfactorily. Children with disabilities are served in their district whenever the needs identified on the individualized education program (IEP) can be met within the district. However, it is recognized that some students have unique educational needs that cannot be met in their districts. Because of such identified unique educational needs, some students receive services from

other districts and/or the SCCOE as well as non-public schools.

LEA responsibilities include, but are not limited to:

Coordinating and conducting Child Find activities; developing and providing programs and services for all eligible students residing in the LEA and for students at private schools located within the boundaries of the district; identifying and serving students in medical, foster or Licensed Children's Institutions (LCI) facilities; participating in state/district-wide assessments; operating all special education programs and services in accordance with state and federal laws and regulations; responding to compliance and due process complaints and implementing the decisions of compliance investigations or due process hearings; utilizing the same management information system, forms, procedures and guidelines as all other districts within the SELPA; and collecting and completing state and federal reporting requirements; including, but not limited to: timely submission of compliance and monitoring reviews, and other data submission as required by state and federal law.

LEA special education administrators are responsible for the coordination of special education services and programs within their LEAs as well as the implementation of the Local Plan. Each LEA shall ensure that all students eligible for special education have access to the general education core curriculum, supplemental materials, equipment and supports to meet their unique individualized needs.

Programs for Early Childhood Special Education:

The Memorandum of Understanding between North Santa Cruz County SELPA and San Andreas Regional Center (SARC) outlines the services and responsibilities for children aged birth to three years old. The Santa Cruz COE also serves students birth to three through Early Start as outlined in MOU. At age three, responsibility for special education services and programs shift to the LEA of geographical residence. A description of programs for early childhood special education programs and services for children aged three through five years of age are outlined in the Annual Service Plan.

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

RLA Superintendent/AU:

The AU receives and maintains accountability for the use of regionalized service funds appropriated to the SELPA; establishes appropriate record keeping procedures to be followed by each LEA for purposes of maintaining accurate fiscal and accounting records in accordance with state and federal requirements and submits required reports to the appropriate authorities; provides technical support for the Special Education Management Information System (MIS)



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necessary to comply with the requirements of the California Department of Education; and, recommend to the SECA a plan for the sharing of regionalized service funds when LEAs are required to perform duties related to staff development, fiscal and accounting reports or other data gathering activities associated with required reporting activities.

The SECA has designated the SCCOE as the AU for the SELPA. The AU is the SELPA's fiscal agent and is responsible for the receipt and distribution of special education funds for the operation of special education programs and services, pursuant to state and federal law in accordance with the SELPA's AB602 fiscal Allocation Plan.

Responsibilities of the SELPA Director:

Under the direction of the RLA Superintendent and the SECA, the SELPA Director responsibilities shall include, but are not limited to: coordinating the implementation of all components of the Local Plan including preparing and implementing annual budget and service plans; ensuring appropriate use of federal, state, and local funds allocated for special education; assisting in preparing program and fiscal reports required by the LEAs, SELPA, and California Department of Education.

Funding Allocation Plan and Maintenance of Effort (MOE)

An income distribution model has been adopted by the SELPA and shall be reviewed and revised on a regular basis. The model distributes all funds pursuant to applicable state and federal regulations. Each LEA acknowledges 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 that of the prior year (Maintenance of Effort), in compliance with state and federal mandates.

Annually, each LEA is independently audited for fiscal compliance.

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

Specialized equipment and services shall be provided at the site where the Individual Education Program (IEP) team has determined the student will receive a free and appropriate public education (FAPE) in the least restrictive environment (LRE).

LEAs in North Santa Cruz County SELPA will comply with AB605 as written to provide continuity of access to assistive technology devices for students on IEPs if deemed necessary as part of a FAPE.

Funding for low incidence equipment, materials, supplies and services is provided from the state and outlined in the AB602 Fiscal Allocation Plan and SELPA Procedural Handbook.

The low incidence funding supports the provision of specialized services and supports as outlined in Individual Education Programs (IEPs) for each pupil with a low incidence disability as defined in California Education Code Section 56026.5: "hearing impairments, vision impairments, severe orthopedic impairments, or any combination thereof."

Low Incidence funding is legally the responsibility of the SELPA, including accountability of how the funds are used and reassignment of specialized books, materials and equipment within the SELPA and sharing with other SELPAs. To meet this responsibility, a Low Incidence Committee has been established, which is comprised of educators knowledgeable about low incidence disabilities. The North Santa Cruz County SELPA Low Incidence Committee has established procedures and guidelines for purchases through the low incidence fund.

Low incidence funds for low incidence equipment, materials, and supplies, as well as for low incidence services are restricted for support of students in the low incidence disability categories: hearing impairment, deaf, visual impairment, severe orthopedic impairment, and deaf-blind. The funds are administered through the North Santa Cruz County SELPA as specified in the procedural handbook and include receipt of funds, distribution of funds, maintenance of an inventory, development of procedures for exchange of equipment, and reporting to the State.

The Santa Cruz County Office of Education and Santa Cruz City School District provide regionalized services and programs throughout the SELPA in order to increase opportunities for students to receive specialized supports and services in the Least Restrictive Environment (LRE) and to minimize the need to serve students at isolated sites or outside the SELPA.

**Policies, Procedures, and Programs**

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

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

Policy/Procedure Number:

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

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

Policy/Procedure Number:

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

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

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

Yes  No

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

Policy/Procedure Number:

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); EC 56205(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:

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Yes  No

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

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

“It shall be the policy of this LEA that the confidentiality of personally identifiable data, information,

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

Yes  No

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

Policy/Procedure Number:

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

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

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

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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

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

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

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

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the local plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with

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reasonable notice and an opportunity for a hearing through the State Education Agency." The policy is adopted by the SELPA as stated:

Yes  No

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

Policy/Procedure Number:

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

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

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

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

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

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

Policy/Procedure Number:

Document Title:

Document Location:

"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

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

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

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

Policy/Procedure Number:

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

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

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

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

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide instructional materials to blind students or other

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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

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

Policy/Procedure Number:

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

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

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

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**Administration of Regionalized Operations and Services**

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

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

Document Title:

Document Location:

Description:

2. Coordinated system of identification and assessment:

Document Title:

Document Location:

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Description:

The AU conducts Child Find activities in accordance with the Local Plan and has the same responsibilities as the LEAs or as outlined in the SELPA Procedural Handbook.

Role of the SELPA Director:

Ensure each LEA conducts Child Find activities. The SELPA will provide technical support to LEAs and guidance to parents, as needed. The SELPA will also participate in Child Find activities by establishing policies and procedures for the member LEAs and ensuring appropriate inter-agency agreements are in place. The SELPA Director also meets annually with private school representatives within the boundaries of the SELPA regarding Child Find responsibilities of the LEAs within the SELPA.

Role of the individual LEAs:

Each LEA is responsible for identifying and assessing all students for whom they are responsible according to Child Find process and procedures.

CHILD FIND 20 USC§ 1412 (a) (3) It shall be the policy of the 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 attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services are identified, located and evaluated, a practical method is developed and implemented to determine which students with disabilities are currently receiving needed special education and related services.

3. Coordinated system of procedural safeguards:

Document Title:

Local Plan, SELPA Procedural Handbook (chapter 4)

Document Location:

SELPA Office, 400 Encinal Street, Santa Cruz, CA 95060;  
www.nscselpa.org

Role of the RLA/AU: The RLA/AU assists in complaints and provides technical assistance and guidance as requested. In addition, the role is the same as the LEAs.

Role of the SELPA Director: The SELPA provides alternate dispute resolution with districts as requested by parents and LEAs. The SELPA assists parents with filing complaints with the Office of Administrative

Description:

Hearings when requested. The SELPA also assures procedural safeguards by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, and placement. The SELPA will also provide parents with a copy of their procedural safeguards upon request and will maintain a copy on their website.

Role of the individual LEAs: The LEAs provide procedural safeguards to parents consistent with the education code, assist parents with understanding them, and ensure that they are implemented. The LEAs assist parents with filing complaints with the Office of Administrative Hearings when requested. The LEAs comply with procedures as outlined in state and federal law, and the SELPA Procedural Handbook.

At a minimum, LEAs provide procedural safeguards as stated below:

1. Initial and Annual Notice

Prior to the initial evaluation and assessment to determine eligibility, the LEA shall give written notice to the parent which shall include all required elements as outlined in 17 C.C.R. § 52160(a-c).

2. General Notice Requirements

- a. Written notice shall be given to the parent of a child who is eligible or suspected of being eligible a reasonable time before SARC or a participating LEA proposes or refuses to initiate or change the identification, evaluation, assessment, placement, or early intervention services of a child or the child's family (17 C.C.R. § 52161 (a)(1-2)).
- b. The notice shall be in sufficient detail to inform the parent about the action being proposed or refused, the reasons for taking the action, and all procedural safeguards that are available (17 C.C.R. § 52161(b)(1-3)).
- c. The notice shall be written using words that are understandable to the general public and provided in the language of the parent's choice, unless it is clearly not feasible to do so. SARC or the participating LEA shall ensure that the parent understands the notice. (17 C.C.R. § 52161 (c)(1-2))

3. Consent

The LEA shall obtain written parental consent before the initial evaluation and assessment of a child is conducted and early intervention

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services are initiated. The child's record shall contain written evidence that the parent has been informed of all required information as specified in 17 C.C.R. § 52162. All parties must abide by the Procedural Safeguards as outlined in the Federal Law and relevant federal regulations. Parents will be informed of their rights to due process at the initial meeting with each agency and at each annual IFSP/IEP meeting. During the continuance of a dispute, a child may continue to receive the same level of services currently being provided in the last consented to IFSP/IEP.

LEAs agree to comply with all privacy requirements associated with child/family confidentiality as regulated by the Family Education Rights to Privacy Act (FERPA) and/or the Health Insurance Portability and Accountability Act (HIPA).

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

Document Title: Local Plan

Document Location: SELPA Office, 400 Encinal Street, Santa Cruz, CA 95060;  
[www.nscselpa.org](http://www.nscselpa.org)

Description: 

Role of the RLA/AU: The RLA Superintendent recommends to the SECA a plan for the sharing of regionalized service funds when LEAs are required to perform duties related to staff development, fiscal and accounting reports or other data gathering activities associated with required reporting activities; participates in developing a plan for staff development, and implements staff development in collaboration with the SELPA.

Role of the SELPA Director: On an annual basis input is collected from the Special Education Directors from member LEAs to determine the staff development needs requested for the SELPA to provide. On an annual basis, the CAC will provide input on the parent and guardian education needs. The SELPA Administrator will provide needed training and supports as requested, or determined appropriate. The SELPA also works in conjunction with other agencies to provide staff and parent training, such as DCN, PPP, CAPTAIN, SIP and others as needed.

Role of the individual LEAs: LEAs will determine their staff development and parent and guardian education, based on their local needs. They may also seek technical assistance or input from the SELPA.

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

Document Title:	<input type="text" value="Local Plan"/>
Document Location:	<input type="text" value="SELPA Office, 400 Encinal Street, Santa Cruz, CA 95060; www.nscselpa.org"/>
Description:	<p>Direct Instructional support provided by the program specialist: N/A</p> <p>Role of the RLA/AU: Provide guidance, technical assistance and staff development as requested or determined appropriate. The COE determines their needs for curriculum development and alignment with the core curriculum based on their local needs.</p> <p>Role of the SELPA Director: The SELPA will provide technical assistance and staff development as requested or determined appropriate.</p> <p>Role of the individual LEAs: LEAs will determine curriculum development and alignment with the core curriculum based on their local needs. LEAs conduct a needs assessment to inform staff development plans and calendar trainings.</p>

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

Document Title:	<input type="text" value="Local Plan"/>
Document Location:	<input type="text" value="SELPA Office, 400 Encinal Street, Santa Cruz, CA 95060; www.nscselpa.org"/>
	<p>Role of the RLA/AU: See the "Memorandum of Understanding By and Between the North Santa Cruz County Special Education Local Plan Area and the Santa Cruz County Office of Education" in addition to responsibilities stated below for the LEAs.</p> <p>Role of the SELPA Director: The SELPA works collaboratively with the LEAs and the RLA to review and evaluate the effectiveness of the Local Plan through monitoring activities, data collection and other activities deemed necessary by the California Department of Education, Directors and/or Superintendents.</p> <p>Role of the LEAs: The RLA and the Superintendents/Administrators of</p>



Section B: Governance and Administration

SELPA North Santa Cruz County SELPA

Fiscal Year 2023-24

Description:

each LEA are responsible to their respective governing boards for the implementation of all elements of the Local Plan. LEA and COE Superintendents serve as members of the SECA; assist in the identification of special education program and service needs for the North Santa Cruz County SELPA through participation on the SECA; and communicate SELPA information to their governing boards. LEA Special Education Administrators are responsible for coordination and implementation of special education services and programs and for the implementation of the Local Plan.

The LEA governing board responsibilities include, but are not limited to: adoption of policies and procedures for special education programs and services within their districts; LEA compliance with all elements of the Local Plan; input on SELPA policies and procedures through the superintendent of the LEA; and, appointment of individuals to the CAC.

Individual LEAs review and monitor Annual Performance Reports, the California School Dashboard, and other data sources to ensure students with disabilities receive a free and appropriate public education (FAPE). Individual LEAs also engage in monitoring activities as required by the COE and California Department of Education. All LEAs are required to submit data and information in a timely manner to the SELPA as requested.

7. Coordinated system of data collection and management:

Document Title:

Local Plan

Document Location:

SELPA Office, 400 Encinal Street, Santa Cruz, CA 95060;  
[www.nscselpa.org](http://www.nscselpa.org)

Description:

Role of the RLA/AU: See the Memorandum of Understanding by and Between the North Santa Cruz County Special Education Local Plan Area and the Santa Cruz County Office of Education.

Role of the SELPA Director: The SELPA will approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission of each member LEA as required by the California Department of Education. The SELPA will provide technical assistance and training to LEAs as requested and/or deemed necessary by the SELPA. The SELPA will maintain a contract for a special education data management information system on behalf of the LEAs. The SELPA is

Section B: Governance and Administration

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responsible for timely and complete submission of items to the California Department of Education.

Role of the individual LEAs: The LEAs are responsible for data entry, quality and integrity. The LEAs will approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission as required by the California Department of Education. LEAs are responsible for timely and complete submission to the SELPA for review prior to submissions to the CDE.

8. Coordination of interagency agreements:

Document Title:

Document Location:

Description:

9. Coordination of services to medical facilities:

Document Title:

Document Location:

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Description:

Role of the SELPA Director: The SELPA will facilitate the coordination of these services by the designated LEAs.

Role of the individual LEAs: Individuals with exceptional needs who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes are the educational responsibility of the local educational agency in which the hospital or facility is geographically located. The LEA will coordinate services as necessary. If the special education services within the LEA or SELPA are not appropriate, then the LEA shall contract with a provider appropriate to implement the student's IEP. This may include a neighboring SELPA or nonpublic agency (NPA).

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

Document Title:

Local Plan, AB 602 Allocation Plan

Document Location:

SELPA Office, 400 Encinal Street, Santa Cruz, CA 95060;  
[www.nscselpa.org](http://www.nscselpa.org)

Description:

Role of the RLA/AU: The Santa Cruz County Office of Education serves as the district of residence for those students residing in LCIs within the SELPA's physical boundaries according to the AB602 fiscal allocation plan. Special education funds are used to support the education of students residing in an LCI: a. Students residing in an LCI within the SELPA are served in special education classes within the SELPA. Students may receive placement and services in a LEA-operated program, regional program, or NPS as determined by the student's Individual Education Program (IEP).

Funding for these students' educational placements is paid by AB602 dollars prior to the distribution of funds to the districts.

Role of the SELPA Director: The SELPA will help facilitate the coordination of these services and funding. In addition, the SELPA office will take an active role in working with other agencies regarding the appropriate implementation of laws and regulations regarding notice for LCI students being placed within the SELPA.

Role of the individual LEAs: Special education services for students with disabilities residing in foster family homes shall be the responsibility of the district in which the foster family home is located, unless based on education code there is another district of special education accountability which would be responsible. Students living in a foster

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

Document Title:

Document Location:

Description:

12. Fiscal and logistical support of the CAC:

Document Title:

Document Location:

Description:

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

Document Title:

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Document Location:

Description:

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

Document Title:

Document Location:

Description:

15. Assurance of full educational opportunity:

Document Title:

Document Location:

Description:

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Description:

will assist with inter-SELPA transfers as needed. Additionally, professional development and technical assistance is available upon request or as determined to be needed by the SELPA to LEAs and/or nonpublic schools.

Role of the individual LEAs: Each LEA is responsible for monitoring student IEPs to ensure all services documented are provided, without delay, and at no cost to the parent. LEAs ensure IEPs are implemented and reviewed per mandated timelines, and provide all necessary services to its students through a full continuum of services. Services are also provided through local and/or regionalized programs and providers. LEAs ensure adequate yearly progress is occurring.

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

Document Title:

Local Plan, AB 602 Allocation Plan, Joint Powers Agreement, MOU between SELPA and AU

Document Location:

SELPA Office, 400 Encinal Street, Santa Cruz, CA 95060; [www.nscselpa.org](http://www.nscselpa.org)

Role of the RLA/AU: All funds flow from the State directly to the North Santa Cruz County SELPA AU, which is the Santa Cruz County Office of Education. The SCCOE, in turn, allocates the funds to SELPA-member LEAs according to the SELPA AB602 Allocation Plan. An income distribution model outlined in AB602 has been adopted by the SELPA and shall be reviewed and revised on a regular basis. The model distributes all funds pursuant to applicable state and federal regulations. Each LEA acknowledges 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 that of the prior year (Maintenance of Effort), in compliance with state and federal mandates.

The County Superintendent shall be designated as the Superintendent of the Responsible Local Agency (RLA). The RLA Superintendent will serve as a member of the SECA and will have the responsibility for the coordination and implementation of the Local Plan in accordance with approved policies and procedures.

RLA Superintendent Responsibilities:

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Description:

Serve as a member of the SECA; receive, distribute and maintain accountability for the use of funds appropriated to the SELPA in accordance with the AB602 fiscal allocation plan; establish appropriate record keeping procedures to be followed by each LEA for purposes of maintaining accurate fiscal and accounting records in accordance with state and federal requirements and submit required reports to the appropriate authorities; recommend to the SECA a plan for the fiscal and accounting reports or other data gathering activities associated with required reporting activities.

Administrative Unit (AU): The SECA has designated the SCCOE as the AU for the SELPA. The AU is the SELPA's fiscal agent and is responsible for implementing the following functions according to an MOU between the AU and SELPA including the receipt and distribution of special education funds for the operation of special education programs and services, pursuant to state and federal law and the AB602 fiscal allocation plan.

Role of the SELPA Director: The SELPA will coordinate with the AU in order to facilitate the distribution of funds in accordance to the AB602 funding allocation plan approved by the SECA. The SELPA will also collaborate on the Annual Budget and Service Plans. The SELPA will also convene an advisory body for the review of the fiscal allocation plan as directed by the SECA to evaluate fairness and equity in distribution of funds.

Role of the individual LEAs: Each LEA through their representative to the SECA will determine and approve the allocation of funds to the member LEAs and the Annual Budget Plan. The LEAs will also submit required fiscal reports as required by state and federal laws.

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

Document Title:

Document Location:

North Santa Cruz County SELPA does not employ a Program Specialist. However, a program specialist holds a valid special education credential, clinical services credential, health services credential, or a school psychologist authorization and has advanced training and related experiences in the education of individuals with exceptional needs and a

SELPA North Santa Cruz County SELPA

Fiscal Year 2023-24

Description:

specialized in-depth knowledge in preschool disabilities, career vocational development, or one or more areas of major disabling conditions.

A program specialist may do the following:

Observe, consult with, and assist resource specialists, designated instruction and services instructors, and special class teachers; plan programs, coordinate curricular resources, and evaluate effectiveness of programs for individuals with exceptional needs; participate in staff development, program development, and innovation of special methods and approaches; provide coordination, consultation and program development primarily in one specialized area or areas of their expertise; be responsible for assuring that pupils have full educational opportunity regardless of the district of residence.

Role of the RLA/AU: The same as the role of the LEAs.

Role of the SELPA Director: The SELPA Director may assist in coordinating staff development and training, developing and disseminating forms, policies, and procedures throughout the SELPA; assisting with state monitoring and compliance reviews related to instructional programs including those that are related to the Focused Monitoring and Technical Assistance Process.

Role of the individual LEAs: LEAs may employ program specialists and are responsible for direct instructional program support including planning, directing, coordinating, and evaluating instructional programs; providing staff development; developing and disseminating forms, policies and procedures; assuring coordination between general education and special education, providing behavioral intervention, and preparing and implementing reviews and plans associated with the Focused Monitoring and Technical Assistance Process.

**Special Education Local Plan Area Services**

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

Document Title: Local Plan, MOU with SARC, SELPA Procedural Handbook (chapter 2)

Document Location: SELPA Office, 400 Encinal Street, Santa Cruz, CA 95060;  
[www.nscselpa.org](http://www.nscselpa.org)



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Description:

The Early Start Program is a collaboration between the San Andreas Regional Center (SARC) and the Santa Cruz County Office of Education. The Early Start Program through SCCOE, or private infant programs contracted by SARC, shall include the provision of services specifically designed to meet the unique needs of infants, from birth to three years of age, and their families. The primary purpose of an early education program is to enhance development of the infant in the context of their family. To meet this purpose, the program shall focus upon both the infant and their family, and may include home visits, group services, family involvement, and/or parent education activities. Services shall be provided in the natural (home, community) environment whenever possible. Parent involvement/ education activities are provided in conjunction with home based and group services.

All children receiving Early Intervention Services are potentially eligible for special education and related services at age three, and are referred for assessment to determine continued eligibility.

The child's district of residence has the obligation to conduct an evaluation to determine special education eligibility or document through a prior written notice the reasons for the LEA's refusal to conduct such an evaluation. If it is determined that the child meets the eligibility criteria for special education, then the district of residence shall provide special education and related services to eligible children as appropriate, beginning at age three.

There is a collaborative effort with other agencies to ensure services to children birth through five including, but not limited to: SARC, Headstart, State Preschools, and school-based preschools. For a listing of programs and services, more information can be found in 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:

Document Title:

Document Location:

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Description:

Members of the public, including parents or guardians of students with disabilities, may address questions or concerns to their LEA administrator directly, the governing boards of each LEA, the SECA, and/or the CAC by contacting the individual governing body, individual administrator, administrative assistant of the LEA Board and/or attending the SECA, CAC or LEA Board meeting and stating questions or concerns during the public comment session.

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

Document Title:

Document Location:

Description:

In the event of a disagreement between LEAs, LEAs and the AU, LEAs and/or the AU and the SELPA regarding the distribution of funding, responsibility for service provision and any other governance activities specified in the Local Plan, it is the intent of the SECA that issues will be resolved at the lowest level possible with final appeal to SECA. If an LEA disagrees with a decision or practice of another agency or the SELPA, that LEA has a responsibility to discuss and attempt to resolve the disagreement with the party, or parties, directly involved. The parties involved will present their issues to their respective Superintendents, or designees, who will attempt to resolve the matter.

Either party may request the assistance of the SELPA Director, or their designee, or the Chair of the SECA. If this process fails, the parties may pursue a hearing on the issues and resolution with the SECA. If any party involved in the disagreement is a voting member on the SECA, they shall excuse themselves from the vote if voting is required as part of the resolution to the dispute. This is intended to resolve disagreement, but not intended to undermine local authority. If either party disagrees with the recommendation of the SECA, and the dispute relates to the distribution of funding, the responsibility of service provision or other governance activities specified within the Local Plan, the party may submit the dispute to mediation.

Any dispute unresolved in mediation, arising from a dispute that relates to the distribution of funding, the responsibility for service provision or other governance activities specified in the Local Plan shall be settled by

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

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

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Description:

Each LEA that contracts with a nonpublic, nonsectarian school shall evaluate the placement of its student(s) in such schools on at least an annual basis and prior to placement. The LEA shall conduct at least one onsite monitoring visit each school year they have a student placed via a master contract. The monitoring visit shall include: a review of services provided through the ISA; a review of progress on goals; a review of progress on goals specific to a behavior intervention plan (BIP); an observation of the pupil during instruction; and a walkthrough of the facility. Findings of the monitoring visit will be sent to the CDE in accordance with regulations. The LEA representative shall review the master contract, the individual services agreement, and the IEP to ensure that all services agreed upon and specified in the IEP are being provided. Nonpublic, nonsectarian schools are required by a master contract and the IEP to annually evaluate the student to determine if they are making appropriate educational progress. The LEA representative shall collaboratively review with the nonpublic, nonsectarian school the evaluations conducted by the nonpublic, nonsectarian school to ensure that they were appropriate and valid for measuring student progress. The LEA may choose to administer additional assessments as necessary, with parent consent where required, to determine whether the student is making adequate educational progress.

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

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

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

Document Title:

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Document Location:

Description:

The Santa Cruz County Office of Education provides services per the IEP through their staff and/or through the Career Advancement Charter (also under the Santa Cruz County Office of Education) to students in the county jail who are eligible.

## LOCAL PLAN

### Section D: Annual Budget Plan

#### SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

2023–24 Local Plan Submission

## Local Plan Section D: Annual Budget Plan

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

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

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

**TABLE 1**

**Special Education Projected Revenue Reporting (Items D-1 to D-3)**

**D-1. Special Education Revenue by Source**

Using the fields below, identify the special education projected revenue by funding source. The total projected revenue and the percent of total funding by source is automatically calculated.

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	<input type="text" value="9,283,054"/>	41.17%
AB 602 Property Taxes	<input type="text" value="8,021,756"/>	35.58%
Federal IDEA Part B	<input type="text" value="4,213,593"/>	18.69%
Federal IDEA Part C	<input type="text" value="102,304"/>	0.45%
State Infant/Toddler	<input type="text" value="925,497"/>	4.10%
State Mental Health	<input type="text" value="0"/>	0.00%
Federal Mental Health	<input type="text" value="0"/>	0.00%
Other Projected Revenue	<input type="text" value="1,000"/>	0.00%
<b>Total Projected Revenue:</b>	<b>22,547,204</b>	<b>100.00%</b>

**D-2. "Other Revenue" Source Identification**

Identify all revenue identified in the "Other Revenue" category above, by revenue source, that is received by the SELPA specifically for the purpose of special education, including any property taxes allocated to the SELPA pursuant to *EC* Section 2572. *EC* Section 56205(b)(1)(B)

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

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



Section D: Annual Budget Plan

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**TABLE 2**

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

**D-4. Total Projected Budget by Object Code**

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

<b>Object Code</b>	<b>Amount</b>	<b>Percentage of Total Expenditures</b>
Object Code 1000—Certificated Salaries	<input type="text" value="18,993,568"/>	28.27%
Object Code 2000—Classified Salaries	<input type="text" value="9,630,671"/>	14.34%
Object Code 3000—Employee Benefits	<input type="text" value="15,196,077"/>	22.62%
Object Code 4000—Supplies	<input type="text" value="2,239,924"/>	3.33%
Object Code 5000—Services and Operations	<input type="text" value="18,049,103"/>	26.87%
Object Code 6000—Capital Outlay	<input type="text" value="134,588"/>	0.20%
Object Code 7000—Other Outgo and Financing	<input type="text" value="2,933,814"/>	4.37%
<b>Total Projected Expenditures:</b>	<b>67,177,745</b>	<b>100.00%</b>

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

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

**D-6. Code 7000—Other Outgo and Financing**

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

SELPA

Fiscal Year

**TABLE 3**

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

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

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

Revenue Source	Amount	Percentage of Total Funding
Projected State Special Education Revenue	<input type="text" value="18,230,307"/>	27.11%
Projected Federal Revenue	<input type="text" value="4,316,897"/>	6.42%
Local Contribution	<input type="text" value="44,687,744"/>	66.47%
<b>Total Revenue from all Sources:</b>	67,234,948.27	100.00%

**D-8. Attachment IV: Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency**

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

**D-9. Special Education Local Plan Area Allocation Plan**

- a. Describe the SELPA's allocation plan, including the process or procedure for allocating special education apportionments, including funds allocated to the RLA/AU/responsible person pursuant to *EC* Section 56205(b)(1)(A).

- b.  YES  NO

If the allocation plan specifies that funds will be apportioned to the RLA/AU/AE, or to the SELPA administrator (for single LEA SELPAs), the administrator of the SELPA, upon receipt, distributes the funds in accordance with the method adopted pursuant to *EC* Section 56195.7(i). This allocation plan was approved according to the SELPA's local policymaking process and is consistent with SELPA's summarized policy statement identified in Local Plan Section B: Governance and Administration item B-4. If the response is "NO," then either Section D should be edited, or Section B must be amended according to the SELPA's adopted policy making process, and resubmitted to the COE and CDE for approval.

Section D: Annual Budget Plan

SELPA

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**TABLE 4**

**Special Education Local Plan Area Expenditures (Items D-10 to D-11)**

**D-10. Regionalized Operations Budget**

Using the fields below, identify the total operating expenditures projected for the SELPA, exclusively. Expenditure line items are according SACS object codes. Include the projected amount budgeted for the SELPA's exclusive use. The "Percent of Total" expenses is automatically calculated. NOTE: Table 4 does not include district LEA, charter LEA, or COE LEA expenditures, there is no Attachment to be completed for Table 4.

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	<input type="text" value="120,108"/>	22.57%
Object Code 2000—Classified Salaries	<input type="text" value="51,187"/>	9.62%
Object Code 3000—Employee Benefits	<input type="text" value="90,908"/>	17.08%
Object Code 4000—Supplies	<input type="text" value="53,570"/>	10.07%
Object Code 5000—Services and Operations	<input type="text" value="170,752"/>	32.08%
Object Code 6000—Capital Outlay	<input type="text" value="45,678"/>	8.58%
Object Code 7000—Other Outgo and Financing	<input type="text" value="0"/>	0.00%
<b>Total Projected Operating Expenditures:</b>	<b>532,203</b>	<b>100.00%</b>

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

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

SELPA

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**TABLE 5**

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

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

**D-12. Defined Goals for Students with LI Disabilities**

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

YES     NO

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

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

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

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

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

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

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

Special Education Local Plan Area (SELPA) Local Plan

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



California Department of Education  
Special Education Division  
2023–24 Local Plan Annual Submission

## Local Plan Section E: Annual Service Plan

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

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

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

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

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

- 330–Specialized Academic Instruction/  
Specially Designed Instruction

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

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.

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

*Service is Not Currently Provided*

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

220–Medical (Ages 0-2 only)

*Service is Not Currently Provided*

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

230–Nutrition (Ages 0-2 only)

*Service is Not Currently Provided*

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

240–Service Coordination (Ages 0-2 only)

*Service is Not Currently Provided*

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

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.

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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.

There are currently no IFSPs that require this service. LEAs are ready willing and able to provide should it become necessary.

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

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

Respite care services (ages 0–2 only): Through the IFSP process, shortterm care given in-home or out-of-home, which temporarily relieves families of the ongoing responsibility for specialized care for child with a disability.  
(Note: only for infants and toddlers from birth through 2, but under 3.)

340–Intensive Individual Instruction

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

Intensive individual instruction: IEP Team determination that student requires additional support for all or part of the day to meet his or her IEP goals.

350–Individual and Small Group Instruction

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

Individual and small group instruction: Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program.

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



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

Language and speech: Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, 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.

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

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

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

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

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.

There are currently no IEPs that require this service. LEAs are ready willing and able to provide should it become necessary. This is currently provided through nursing services.

436–Health and Nursing: Other  *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.

There are currently no IEPs that require this service. LEAs are ready willing and able to provide should it become necessary. This is currently provided through nursing services.

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445–Assistive Technology

*Service is Not Currently Provided*

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

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

450–Occupational Therapy

*Service is Not Currently Provided*

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

Occupational therapy: 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.

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

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510–Individual Counseling

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

Individual counseling: One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling 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. Individual counseling is expected to supplement the regular guidance and counseling program.

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

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

Counseling 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, intrapersonal, or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program.

520–Parent Counseling  *Service is Not Currently Provided*

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

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*

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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 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.

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.

540–Day Treatment

545–Residential Treatment

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

Residential treatment services: A 24-hour, out-of-home placement that

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

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

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.

715–Interpreter  *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.

720–Audiological  *Service is Not Currently Provided*

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

725–Specialized Vision  *Service is Not Currently Provided*

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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*

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.

There are currently no IEPs that require this service. LEAs are ready willing and able to provide should it become necessary. We include this as an Accommodation, not a service.

740–Specialized Orthopedic  *Service is Not Currently Provided*

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

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

745–Reading  *Service is Not Currently Provided*

Section E: Annual Service Plan

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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.

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*

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.

820–College Awareness  *Service is Not Currently Provided*

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

Section E: Annual Service Plan

SELPA:

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- 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.

- 850–Work Experience Education  *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.

There are currently no IEPs that require this service. LEAs are ready willing and able to provide should it become necessary. Provided as a service through Workability/Transition as Career Awareness or it is provided through the Regional Center.

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

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

There are currently no IEPs that require this service. LEAs are ready willing and able to provide should it become necessary. Provided as a service through Workability/Transition as Career Awareness or it is provided through the Regional Center.



Section E: Annual Service Plan

SELPA:

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860–Mentoring

*Service is Not Currently Provided*

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

There are currently no IEPs that require this service. LEAs are ready willing and able to provide should it become necessary. Provided as a service through Workability/Transition as Career Awareness or it is provided through the Regional Center.

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.

There are currently no IEPs that require this service. LEAs are ready willing and able to provide should it become necessary. Provided as a service through Workability/Transition as Career Awareness or it is provided through the Regional Center.

870–Travel and Mobility Training

*Service is Not Currently Provided*

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

There are currently no IEPs that require this service. LEAs are ready willing and able to provide should it become necessary. We provide this as an Orientation and Mobility service.

890–Other Transition Services

*Service is Not Currently Provided*

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

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

900–Other Related Service

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SELPA:

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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"

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

**LOCAL PLAN**  
**Attachments**  
**SPECIAL EDUCATION LOCAL PLAN AREA**



California Department of Education  
Special Education Division  
2023–24 Local Plan Submission

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Attachment I

SELPA:

Fiscal Year:

**Attachment I—Local Educational Agency Listing**

**Participating Local Educational Agency Identification**

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

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

**To Add or Delete Rows:**

To add or delete table rows, select the "plus" or "minus" buttons bellow. Actions taken here will be automatically repeated for each of the tables in Attachments II through VI. Users must manually enter LEA information in Attachment VII.

**LEA Membership Changes:**

If an LEA was previously reported to the CDE in fiscal year 2021–22 or 2022–23 and there is a change in SELPA membership, **DO NOT DELETE** the entry. Instead, under the "LEA Status" column, select the drop-down menu and choose the applicable status option for the LEA membership change.

**SELPA County/District/School Codes**

- If a SELPA does not have a CDS code, then the associated fields should be left blank. NOTE: If a CDS code section begins with a "0," the zero will not appear in the user's entry.
- If a SELPA does not have a complete CDS code, then leave the associated district and school code blank.
- If a SELPA is not a charter LEA, then leave the associated charter code blank.

Attachment I

SELPA:

Fiscal Year:

Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	44	69732	0		Bonny Doon Elementary	Mike	Heffner	(831) 427-2800	mheffner@bduesd.org	<b>Previously Reported</b>
	2	44	10447	0		Santa Cruz County Superintendent	Faris	Sabbah	(831) 466-5900	fsabbah@santacruzcoe.org	<b>Previously Reported</b>
	3	44	69823	4430187	59	Delta Charter	Jen	Ra'anan	(831) 477-5212	jraanan@deltaschool.org	<b>Previously Reported</b>
	4	44	69757	0		Happy Valley Elementary	Michelle	Stewart	(831) 429-1456	mstewart@hvesd.com	<b>Previously Reported</b>
	5	44	69765	0		Live Oak Elementary	Sharlene	Ames	(831) 475-6333	sames@losd.ca	<b>Previously Reported</b>
	6	44	69773	0		Mountain Elementary	Megan	Tresham	(831) 475-6812	mtresham@mountainesd.org	<b>Previously Reported</b>
	7	44	69781	0		Pacific Elementary	Eric	Gross	(831) 425-7002	egross@pacificesd.org	<b>Previously Reported</b>
	8	44	10447	4430252	210	Pacific Collegiate Charter	Jessica	Alvarez-Patterson	(831) 359-6246	jessica.patterson@pcsed.org	<b>Previously Reported</b>
	9	44	69807	0		San Lorenzo Valley Unified	Jennifer	Lahey	(831) 336-9678	jlahey@slvusd.org	<b>Previously Reported</b>
	10	44	40261	0		Santa Cruz City	Stacy	O'Farrell	(831) 429-3410	sofarrell@sccs.net	<b>Previously Reported</b>
	11	44	75432	0		Scotts Valley Unified	Amy	Churchill	(831) 438-1820	achurchill@scottsvallyusd.org	<b>Previously Reported</b>
	12	44	69849	0		Soquel Union Elementary	Carissa	Lemos	(831) 464-5631	clemos@suesd.org	<b>Previously Reported</b>

Attachment I

SELPA:

Fiscal Year:

Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	13	44	40832	0		North Santa Cruz County SELPA	Deven	Stark	831-466-5782	dwood@santacruzcoe.org	<b>Previously Reported</b>

Attachment II

SELPA:

Fiscal Year:

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

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

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



Attachment II

SELPA:

Fiscal Year:

**Attachment II—Projected Special Education Revenue by Local Educational Agency**

For each LEA participating in the Local Plan, enter the projected special education revenue funding sources allowed by the Individuals with Disabilities Education Act (IDEA). Information included in this table must be consistent with revenues identified in Section D, Table 1. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 1.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
1	Bonny Doon Elementary	63,676	0	0	18,344	0	0	0	0	82,020
2	Santa Cruz County Superintendent	4,591,948	8,021,756	102,304	417,738	925,497	0	0	0	14,059,243
3	Delta Charter	75,537	0	0	23,437	0	0	0	0	98,974
4	Happy Valley Elementary	89,242	0	0	14,639	0	0	0	0	103,881
5	Live Oak Elementary	351,507	0	0	467,724	0	0	0	0	819,231
6	Mountain Elementary	113,692	0	0	23,636	0	0	0	0	137,328
7	Pacific Elementary	106,789	0	0	25,936	0	0	0	0	132,725
8	Pacific Collegiate Charter	450,841	0	0	41,396	0	0	0	0	492,237

Attachment II

SELPA:

Fiscal Year:

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
9	San Lorenzo Valley Unified	2,487,826	0	0	767,732	0	0	0	0	3,255,558
10	Santa Cruz City	(525,675)	0	0	1,480,654	0	0	0	0	954,979
11	Scotts Valley Unified	662,488	0	0	412,951	0	0	0	0	1,075,439
12	Soquel Union Elementary	499,235	0	0	0	0	0	0	0	499,235
13	North Santa Cruz County SELPA	0	0	0	0	0	0	0	0	0
Totals:		8,967,106	8,021,756	102,304	3,694,187	925,497	0	0	0	21,710,850

Attachment III

SELPA:

Fiscal Year:

**Attachment III—Projected Expenditures by Object Code by Local Educational Agency**

For each LEA participating in the Local Plan, enter the projected special education expenditures by LEA and object code as allowed by the IDEA. Information included in this table must be consistent with expenditures identified in Section D, Tables 2 . NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 2.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
1	Bonny Doon Elementary	43,245	0	15,078	2,410	204,044	0	0	264,777
2	Santa Cruz County Superintendent	3,826,575	3,320,175	5,052,656	275,439	1,065,568	0	917,130	14,457,543
3	Delta Charter	92,858	53,922	36,250	3,464	116,265	0	0	302,759
4	Happy Valley Elementary	92,330	370	17,613	5,509	28,454	0	8,436	152,711
5	Live Oak Elementary	1,936,189	771,130	1,309,405	59,831	1,563,300	0	68,355	5,708,210
6	Mountain Elementary	89,003	31,094	50,371	1,600	17,645	0	0	189,713
7	Pacific Elementary	48,804	7,726	31,201	2,000	57,200	0	0	146,931
8	Pacific Collegiate Charter	236,463	32,757	63,448	4,200	98,166	0	0	435,034
9	San Lorenzo Valley Unified	2,182,298	1,038,253	1,415,859	102,341	1,572,773	0	689,448	7,000,972

Attachment III

SELPA:

Fiscal Year:

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
10	Santa Cruz City	7,594,606	3,058,657	5,426,927	1,250,372	7,220,830	40,098	1,103,945	25,695,435
11	Scotts Valley Unified	1,363,583	790,336	771,402	388,689	1,692,730	48,812	0	5,055,553
12	Soquel Union Elementary	120,108	51,187	90,908	53,569	170,752	45,678	0	532,203
13	North Santa Cruz County SELPA	0	0	0	0	0	0	0	0
<b>Totals:</b>		17,626,062	9,155,607	14,281,117	2,149,424	13,807,728	134,588	2,787,314	59,941,840

Attachment IV

SELPA:

Fiscal Year:

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

For each LEA participating in the Local Plan, enter the projected special education revenue received by each funding source. Information provided must be consistent with revenues identified in Section D, Table 3. NOTE: 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	Bonny Doon Elementary	18,344	0.48%	63,676	0.36%	182,757	82,020
2	Santa Cruz County Superintendent	520,042	13.70%	13,539,201	75.58%	398,300	14,059,243
3	Delta Charter	23,437	0.62%	75,537	0.42%	203,785	98,974
4	Happy Valley Elementary	14,639	0.39%	89,242	0.50%	48,830	103,881
5	Live Oak Elementary	467,724	12.32%	351,507	1.96%	4,888,979	819,231
6	Mountain Elementary	23,636	0.62%	113,692	0.63%	52,384	137,328
7	Pacific Elementary	25,936	0.68%	106,789	0.60%	14,206	132,725
8	Pacific Collegiate Charter	41,396	1.09%	450,841	2.52%	0	492,237
9	San Lorenzo Valley Unified	767,732	20.22%	2,487,826	13.89%	3,745,414	3,255,558

Attachment IV

SELPA:

Fiscal Year:

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
10	Santa Cruz City	1,480,654	39.00%	(525,675)	-2.93%	24,740,456	954,979
11	Scotts Valley Unified	412,951	10.88%	662,488	3.70%	3,980,114	1,075,439
12	Soquel Union Elementary	0	0.00%	499,235	2.79%	32,968	499,235
13	North Santa Cruz County SELPA	0	0.00%	0	0.00%	0	0
Totals:		3,796,491	100.00%	17,914,359	100.00%	38,288,192	21,710,850

Attachment V

SELPA:

Fiscal Year:

**Attachment V—Projected Expenditures by Local Educational Agency for Supplemental Aids and Services in the Regular Classroom for Students with Disabilities and Those Identified with Low Incidence Disabilities**

Enter the revenue allocated to each LEA for supplemental aids and services (SAS) for those students with disabilities placed in the regular classroom setting and those who are identified with low incidence (LI) disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 5.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
1	Bonny Doon Elementary	30,000	0
2	Santa Cruz County Superintendent	256,173	159,933
3	Delta Charter	0	0
4	Happy Valley Elementary	0	0
5	Live Oak Elementary	243,549	0
6	Mountain Elementary	42,119	0
7	Pacific Elementary	10,466	0
8	Pacific Collegiate Charter	0	0
9	San Lorenzo Valley Unified	400,402	0

Attachment V

SELPA:

Fiscal Year:

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
10	Santa Cruz City	191,567	79,967
11	Scotts Valley Unified	0	0
12	Soquel Union Elementary	178,770	100,000
13	North Santa Cruz County SELPA	0	0
Totals:		1,353,045	339,900



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

Attachment VII

SELPA:

Fiscal Year:

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

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

LEA Name	Add or Delete Row	LEA Status	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
									<input type="text"/>

**DO NOT  
DISTRIBUTE**

