

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



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

Section A: Contacts and Certifications

SELPA

Fiscal Year

Contact Information and Certification Requirements

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

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

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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="Madera-Mariposa"/>		
Street Address	<input type="text" value="1105 S. Madera Ave"/>	Zip Code	<input type="text" value="93637"/>
City	<input type="text" value="Madera"/>	County	<input type="text" value="Madera"/>
Mailing Address	<input type="text" value="1105 S. Madera Ave"/>		
City	<input type="text" value="Madera"/>	Zip Code	<input type="text" value="93637"/>
Administrator First Name	<input type="text" value="Marisa"/>	Administrator Last Name	<input type="text" value="Etheridge"/>
Administrator Title	<input type="text" value="Director"/>		
Administrator's Email	<input type="text" value="metheridge@mcsos.org"/>		
Telephone	<input type="text" value="(559) 662-4673"/>	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="Madera County Superintendent of Schools"/>		
Street Address	<input type="text" value="1105 S. Madera Ave"/>	Zip Code	<input type="text" value="93637"/>

Section A: Contacts and Certifications

SELPA Fiscal Year

City County
Contact First Name Last Name
Contact Title
Email
Telephone Extension

Special Education Local Plan Area Review Requirements

Community Advisory Committee

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

Yes No

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

The Local Plan was submitted to the CAC on:

County Office of Education

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

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

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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:

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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
-	Madera County Superintendent of Schools	Jessica Drake	Administrator-Spec. Ed.	All
-	Madera Unified School District	Rebecca McHaney	Administrator-Spec. Ed.	All
-	Chowchilla Elementary School District	Patricia Sandoval	Administrator-Spec. Ed.	All
-	Mariposa County Unified School District	Richard Reed	Administrator-Spec. Ed.	All

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Add	Agency	First and Last Name	Title	Section
<input type="checkbox"/>	Madera County Superintendent of Schools	Leticia Gallegos	Other	Multiple
<input type="checkbox"/>	Madera County Superintendent of Schools	Chantal Garcia	Other	Multiple
<input type="checkbox"/>	Madera County Superintendent of Schools	Marisa Etheridge	Other	Multiple

STEP 5: Certifications

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

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

STEP 6: Electronic Signatures

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

STEP 7: Final Check

- All certifications submitted to the CDE must be electronically signed.
- Local Plan must be submitted to the CDE using the SELPA's assigned Box.com web address.
- In order to facilitate the timely processing, approval, and distribution of SELPA funding, please submit the Local Plan in the original, CDE-approved format. All templates are coded for the CDE's record keeping purposes.
- Handwritten, scanned, or modified templates remove the coding from the fields and impede the CDE's processing of the Local Plan. In such cases, SELPAs may be required to resubmit handwritten, scanned, or modified Local Plans that are not saved in the original 2021–22 CDE

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Local Plan Submission template provided, resulting in a delay in approval and funding.

Section A: Contacts and Certifications

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Certification 1

Local Plan Section B: Governance and Administration

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

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

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

Single LEA SELPA Multiple LEA SELPA COE Joined SELPA

For a multiple LEA SELPA or a COE joined SELPA

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

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

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

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

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

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

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

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

Administrative Entity*

Date

SELPA Governance Council or Responsible Individual

Date

SELPA Administrator

Date

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

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Certification 2

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

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

I certify the attached Local Plan Section 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.

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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.

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

B. Governance and Administration

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

Participating Local Educational Agencies

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

Special Education Local Plan Area—Local Plan Requirements

1. Describe the geographic service area covered by the local plan:

The Madera-Mariposa SELPA geographic service area covers the geographic boundaries of all local education agencies (LEAs) located within Madera and Mariposa Counties. These LEAs include: Alview-Dairyland Union School District, Bass Lake Joint Union School District; Chawanakee Unified School District, Chowchilla Elementary School District, Chowchilla Union High School District, Ezequiel Tafoya Alvarado Academy Charter; Golden Valley Unified School District, Madera County Superintendent of Schools, Madera Unified School District, Mariposa County Office of Education, Mariposa Unified School District, Raymond-Knowles Union School District, Sherman Thomas Charter Schools, Western Sierra Charter Schools, and Yosemite Unified School District.

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:

The Madera-Mariposa regional governance and administrative structure of the local plan consists of a superintendents' governance council (SC). The SC is composed of a superintendent (district or county) and charter director representing each LEA within the MaderaMariposa SELPA and the Administrative Unit Superintendent.

The SC ensures that all provisions of the Local Plan are implemented within the LEAs in the SELPA by providing direction to the SELPA Administrator regarding the implementation, administration, and operation of the Local Plan. This includes ensuring equal access to programs and services for all individuals with special needs within the SELPA.

The SC provides leadership for cooperative action among LEAs pertaining to the coordination of the implementation, administration, and operation of the Madera-Mariposa Special Education Local Plan.

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Each member on the SC is entitled to one vote. Each vote to which a member LEA is entitled may be cast only if in physical attendance.

A 50% plus one majority of member LEAs must be present in order to form a quorum and take action on any item.

The SC shall hold at least four (4) public meetings annually according to the Brown Act requirements to receive and take action on information or business related to special education and the administration of the Madera-Mariposa SELPA.

The initial SC chairperson in 2012 was designated as the SC member with the most seniority within the SC. The next senior member will assist as the vice-chairperson. The vice-chairperson will act in the absence of the chairperson. Rotation of the chairperson will follow based on seniority. Terms will consist of two years. When a member exits the SELPA, the replacing member will be added to the rotation schedule at the end of the schedule. The initial chairperson rotation schedule required a majority vote of the SC.

The Administrator for the SELPA will serve as the Executive Secretary to the SC and will provide staff assistance to the SC.

The SC shall act to establish operational procedures and make decisions on any matters regarding administration and operation of special education programs in accordance with the intent of the Local Plan. The SC will approve operational decisions for the SELPA such as, but not limited to the following:

- Review and approve needed modification of this agreement on behalf of all districts in the SELPA.
- Approve SELPA policies and procedures on behalf of their respective LEA Governing Boards to ensure compliance by districts with the Local Plan and state and federal laws and regulations. Each member shall assume the responsibility for communication and presentation of the adopted policies and procedures to their respective governing boards.
- Approve all SELPA procedures required to implement Madera-Mariposa SELPA policies.
- Approve the SELPA-wide annual service and budget plans, and subsequent modifications.
- Establish and promote the Community Advisory Committee (CAC). Encourage parental involvement through the members of the CAC, receive and consider requests and recommendations from their CAC representatives and other parent groups.

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- Provide direction to the SELPA Administrator regarding the development, revision, implementation, and review of the Local Plan.

- Address questions and concerns of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the Local Plan. Questions and concerns may be addressed at any scheduled SC public meeting during the time set aside for items of public interest. A request may also be made to place an item on the agenda under the SC's policy or procedure regarding the agenda for a public meeting.

- Approve the Allocation Plan for the distribution of federal, state and local funds received for special education programs.

3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan:

The Governing Boards of LEAs in Madera and Mariposa Counties shall adopt policies and procedures for special education programs and services provided in the Madera-Mariposa SELPA.

Responsibilities of the LEA governing boards include, but are not limited to:

- Participating in the governance of the Madera-Mariposa SELPA by empowering their superintendent to act as their agent in the approval and amendment of SELPA policies and procedures.

- Reviewing and approving revisions to the Madera-Mariposa SELPA Local Plan. By approving the Local Plan, the LEA Governing Board enters into an agreement with other LEAs participating in the plan, for the provision of services and programs. The governing board exercises authority over the programs it directly maintains or contracts for consistent with the Local Plan for the SELPA and individual LEA policies. It shall be fiscally accountable for special education programs operated or contracted for by its LEA.

- Appointing members to the Madera-Mariposa Community Advisory Committee (CAC).

- Reviewing formal complaints forwarded by the respective LEA superintendents as outlined in the LEA's Uniform or California Department of Education (CDE) Special Education Complaint Procedures.

- Addressing questions and concerns of the public, including parents or guardians of

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individuals with exceptional needs who are receiving services under the Local Plan. Questions and concerns may be addressed at any scheduled LEA Governing Board public meeting during the time set aside for items of public interest. A request may also be made to place an item on the agenda under any LEA Governing Board's policy or procedure regarding the agenda for a public meeting.

- Maintaining responsibility for all aspects related to due process, CDE complaints, and Office of Civil Rights (OCR) complaints.

- Maintaining responsibility for the development of policies and procedures related to Section 504. A copy of LEA policies and procedures are maintained in the LEA's Board Policies and Procedures Handbook.

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:

The Madera County Superintendent of Schools shall serve as the Administrative Unit (AU) for the SELPA.

- The AU is designated to perform such functions as receipt and distribution of funds.

- The AU employs staff to support SELPA functions.

- The AU provides coordination of the Local Plan.

- The AU development of the Annual Service and Budget Plans shall coincide with the AU budget process.

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

Madera-Mariposa SELPA Policy 121 allows for the participation of charter school in the local plan. The policy applies to all Charter Schools chartered by educational entities located within the member districts of the Madera-Mariposa SELPA. This policy also applies to any charter school petition granted by the State Board of Education in which oversight responsibilities have been assigned to an educational agency within the Madera-Mariposa SELPA [EC47605.5 (k)(l)].

Charter Schools, as well as member districts, shall continue to adhere to the Madera-Mariposa Local Plan regarding the following:

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- Administrative Unit Oversight Responsibilities
- Local Plan Development
- Accessing Regionalized Services (ex. LAS, APE, HOH)
- Share in SELPA Deficits
- Assurances of Services State Eligibility Criteria for Special Education Identification
- Policy and Procedure Development within the SELPA
- Community Advisory Committee Requirements

As students enrolled in Charter Schools are entitled to special education services provided by State and Federal funding, the charter schools shall comply with all requirements of federal law regarding provision of special education services (Individuals with Disabilities Education Act (20 U.S.C. Chapter 33). Children with disabilities and their parents shall retain rights under the IDEA.

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:

Members of the Madera-Mariposa Community Advisory Committee (CAC) are nominated to the CAC through their LEA or through the CAC Membership Committee. The majority of members shall be parents of students in general education and special education. The CAC shall serve in an advisory capacity to the SELPA Administration and the SC.

The responsibilities of the CAC shall include, but not be limited to:

- Advising in the development and review of the Local Plan. The CAC shall have a minimum of thirty days to review the Local Plan prior to submission to the State Board of Education.
- Supporting activities on behalf of individuals with exceptional needs.
- Assisting in parent education and in recruiting parents and other volunteers to the CAC.
- Advising in the development of SELPA policies, procedures, handbooks, and forms, as appropriate.
- Assisting in parent awareness of the importance of regular school attendance.

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:

The SELPA administrator and program specialists meet monthly with teachers and administrators. CAC meetings occur four times a year. In regards to the development of this local plan, a group of representatives met 1 time to provide input into the development of the

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plan. The CAC also had opportunities to consult on the plan during the regularly scheduled meetings and special meetings specifically related to the local plan.

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:

The Madera County Superintendent of Schools serves as the Administrative Unit (AU) for the Madera-Mariposa SELPA. It is the agency responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and 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:

Each district of special education accountability is responsible for the students within their jurisdiction. There are no additional contractual agreements that supersede education code.

10. For multi-LEA local plans, specify:

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

The Governing Boards of LEAs in Madera and Mariposa Counties shall adopt policies and procedures for SE programs and services provided in the Madera-Mariposa SELPA.

Responsibilities of the LEA governing boards include, but are not limited to:

- Participating in the governance of the Madera-Mariposa SELPA by empowering their superintendent to act as their agent in the approval and amendment of SELPA policies and procedures.
- Reviewing and approving revisions to the Madera-Mariposa SELPA Local Plan. By approving the Local Plan, the LEA Governing Board enters into an agreement with other LEAs participating in the plan, for the provision of services and programs. The governing board exercises authority over the programs it directly maintains or contracts for consistent with the Local Plan for the SELPA and individual LEA policies. It shall be fiscally accountable for SE programs operated or contracted for by its LEA.

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- Appointing members to the Madera-Mariposa Community Advisory Committee (CAC).
- Reviewing formal complaints forwarded by the respective LEA superintendents as outlined in the LEA's Uniform or California Department of Education (CDE) Special Education Complaint Procedures.
- Addressing questions and concerns of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the Local Plan. Questions and concerns may be addressed at any scheduled LEA Governing Board public meeting during the time set aside for items of public interest. A request may also be made to place an item on the agenda under any LEA Governing Board's policy or procedure regarding the agenda for a public meeting.
- Maintaining responsibility for all aspects related to due process, CDE complaints, and Office of Civil Rights (OCR) complaints.
- Maintaining responsibility for the development of policies and procedures related to Section 504. A copy of LEA policies and procedures are maintained in the LEA's Board Policies and Procedures Handbook.

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

Each District of Residence (DOR) superintendent will:

- Provide administrative leadership to local district SE programs in the following areas:
program
operations, curriculum, personnel, and budgeting.
- Supervise and be responsible for all SE personnel under its employment.
- Monitor ongoing services provided by regionalized providers assigned to their sites.
- Monitor all elements of the Individual Education Program (IEP), the offer of a free and appropriate public education (FAPE) and educational benefit for each district/charter student placed in a Regional Program operated by MCSOS, or contractually placed by the DOR in another SE program, or in a Non Public School (NPS).
- Assure that all SE legal requirements required of the DOR are carried out as specified in

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applicable education code.

- Provide a DOR representative to the IEP meeting who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities, can interpret the instructional implication of evaluation and results, and is knowledgeable about general curriculum, and has the authority to commit the resources of the district.

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

Each LEA and COE shall coordinate the administration of the local plan by adhering to the following responsibilities:

- Submit information to the SELPA as required.
- Perform other duties necessary to coordinate the administration of the Local Plan as agreed.
- Assist in the coordination of community resources including implementation of interagency agreements.
- Maintain necessary records.
- Maintain and implement all procedural safeguards as defined by Individuals with Disabilities Education Act (IDEA).
- Coordinate and conduct state verification reviews of district SE programs including data collection as required.
- Implement and monitor corrective action rulings of the Office of Civil Rights (OCR) and the California Department of Education (CDE) complaints and the results of CDE verification reviews, as required.
- Submit to the SELPA administrator copies of any OCR, CDE due process and/or complaint findings including verification review which have SELPA-wide implications.
- Recruit and select representatives to the Madera-Mariposa SELPA Community Advisory Committee (CAC).
- Recognize the importance of employment of Program Specialist(s) to provide unique and necessary services to the districts and students in the SELPA. Program Specialist(s) will carry

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out a wide range of responsibilities to assist in overall services to students receiving special education.

- Recognize the importance of students with disabilities receiving as rigorous, high quality, researched based education as their nondisabled peers in alignment with the Common Core State Standards.
- Provide parents with access to the Madera-Mariposa SELPA Parent Handbook, upon referral of each child to special education.

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

- a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan:

The SELPA Administrator is hired by the administrative unit (AU) with the assistance of the superintendents' governance council (SC). The SELPA Administrator is subject to the AUs policies and procedures for day-to-day operations, but receives direction from, and is responsible to, the SC. The SELPA Administrator is evaluated by the AU superintendent with input from the SC.

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

All federal and state special education funds shall be allocated to the SELPA Administrative Unit for distribution to local education agencies according to an approved Special Education Funding Allocation Plan.

The governing boards of the local education agencies participating in the SELPA have agreed that students with disabilities will be provided with appropriate special education services. The SC has been designated the authority to determine the distribution of all federal and state special education funds in order for local education agencies to carry out their responsibilities. The AU shall be responsible for the distribution of the funds according to an approved Special Education Funding Allocation Plan. The AU shall develop the Annual Budget Plan for review and approval by the SC. The SC shall make the Annual Budget Plan available to the LEA members and the Community Advisory Committee upon approval.

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c. The operation of special education programs:

As a service provider, each District of Service (DOS) will:

- Provide special education programs and services on behalf of the placing DOR.
- Provide administrative leadership in the area of program operations, curriculum, personnel and budgeting.
- Supervise and be responsible for all special education personnel under its employment.
- For students placed in special day class programs, provide a representative to the individualized education plan (IEP) meetings who is qualified to provide or supervise specially designed instruction and is knowledgeable about possible placements and services.
- For students receiving regionalized services, ensure that the related service provider or qualified designee attends IEP meetings, or obtains parent excusal through the process specified in law.
- Assure that all special education legal requirements are carried out as specified in the applicable education code.

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

Funds allocated for special education programs shall be used for services to students with disabilities.

Federal funds under Part B of IDEA may be used for:

- The costs of special education and related services and supplementary aids and services provided in a regular class or other education-related setting to a child with a disability in accordance with the individualized education plan (IEP) for the child, even if one or more non-disabled children benefit from these services.
- Developing and implementing a fully integrated and coordinated services system. The SELPA Administrator and the AU shall, through the annual budget process, be responsible for the monitoring and appropriate use of all funds allocated for special education programs. The SC through the Annual Budget Plan process shall make final determination and action regarding

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

Regional Programs include a variety of self-contained classrooms for placement of students with moderate to severe special needs who require highly specialized programs and services. These programs are located on school sites within the SELPA, and operated by MCSOS for Madera County students and Mariposa County Office of Education/Mariposa County Unified for student with moderate to severe disabilities in Mariposa County. Both County Offices will ensure inclusion in the LRE can be supported. Even though students receiving services within these programs typically spend the majority of the day in a special education setting, emphasis is on providing mainstreaming opportunities under IDEA. Participation in these programs is available to each of the member LEAs within the Madera-Mariposa SELPA as a continuum of services. The type, number and location of classes, programs and services will be approved by the superintendents' governance council. Prior to considering placement in a regional program, districts are encouraged to exhaust all least restrictive placement alternatives at the local level. Placement considerations take place through the IEP process.

Policies, Procedures, and Programs

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

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

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with

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disabilities who have been suspended or expelled from school." The policy is adopted by the SELPA as stated:

Yes No

2. Full Educational Opportunity—20 USC Section 1412(a)(2)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP)—20 USC Section 1412(a)(4)

Policy/Procedure Number:

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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 § 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 § 1414 (d). It shall be the policy of this LEA that a of 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

5. Least Restrictive Environment—20 USC Section 1412(a)(5)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

6. Procedural Safeguards—20 USC Section 1412(a)(6)

Policy/Procedure Number:

Document Title:

Document Location:

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

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the SELPA as stated:

Yes No

7. Evaluation—20 USC Section 1412(a)(7)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

8. Confidentiality—20 USC Section 1412(a)(8)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

9. Part C to Part B Transition—20 USC Section 1412(a)(9)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

11. Local Compliance Assurances—20 USC Section 1412(a)(11)

Policy/Procedure Number:

Document Title:

Document Location:

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

13. Governance—20 USC Section 1412(a)(13)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

14. Personnel Qualifications

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to ensure that personnel providing special education related services are appropriately and adequately prepared and trained, and that those personnel have the content

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knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

16. Participation in Assessments—20 USC Section 1412(a)(16)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

17. Supplementation of State, Local, and Federal Funds—20 USC Section 1412(a)(17)

Policy/Procedure Number:

Document Title:

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Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

19. Public Participation—20 USC Section 1412(a)(19)

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

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

Yes No

20. Suspension and Expulsion—20 USC Section 1412(a)(22)

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Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

21. Access to Instructional Materials—20 USC Section 1412(a)(23)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

22. Over-identification and Disproportionality—20 USC Section 1412(a)(24)

Policy/Procedure Number:

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)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

Administration of Regionalized Operations and Services

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

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

Reference Number:

Document Title:

Document Location:

Description:

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2. Coordinated system of identification and assessment:

Reference Number:	<input type="text" value="Policy 203"/>
Document Title:	<input type="text" value="Identification, Referral, Assessment, Instructional Planning, Implementation and Review"/>
Document Location:	<input type="text" value="SELPA Office, MCSOS Website"/>
Description:	<p>The Madera-Mariposa Special Education Local Plan Area (SELPA) and its member Local Education Agencies (LEAs) agree to follow a legally defensible process for the development and for the implementation of the individual education program (IEP) for the children with special needs in the SELPA.</p> <p>Referrals for the special education are to be made primarily to the local school site administrator, but may also be received by district and county office administrators. Ordinarily, it is the responsibility of the school district of residence to process referrals using a combination of county office staff and school site personnel and/or contracted services to complete the assessment process.</p>

3. Coordinated system of procedural safeguards:

Reference Number:	<input type="text" value="Policy 112"/>
Document Title:	<input type="text" value="Procedural Safeguards"/>
Document Location:	<input type="text" value="SELPA Office, MCSOS Website"/>
Description:	<p>The Madera-Mariposa Special Education Local Plan Area (SELPA) and its member Local Education Agencies (LEAs) agree that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations. Parents of a child with a disability will be provided with a copy of the Notice of Procedural Safeguards as needed.</p>

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

Reference Number:	<input type="text" value="Policy 111"/>
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Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

7. Coordinated system of data collection and management:

Reference Number:

Document Title:

Document Location:

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Description:

The SELPA administrator is responsible for the overall coordination, implementation and reporting of data, including but not limited to personnel and pupil counts. Data gathering, compilation, reporting and local review will be completed by the designated responsible individual(s) within the SELPA. LEAs will provide personnel to process data and certify the accuracy of information gathered. The SELPA will provide training and technical support to LEA staff.

8. Coordination of interagency agreements:

Reference Number:

Document Title:

Document Location:

Description:

The Madera-Mariposa Special Education Local Plan Area (SELPA) and its member Local Education Agencies (LEAs) agree that it is the responsibility of each member LEA to confirm that interagency agreements and other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education (FAPE) are provided, including the continuation of services during an interagency dispute resolution process.

9. Coordination of services to medical facilities:

Reference Number:

Document Title:

Document Location:

Description:

Each LEA shall be responsible for the provision of special education and related services to individuals with exceptional needs residing in hospitals and other medical residential facilities located within the geographical area of the LEA. Each LEA shall first consider services operated by the LEA and next by the Madera County Superintendent of Schools (MCSOS) regional programs. If the special education continuum of services available is not appropriate, the LEA shall contract with an appropriate service provider for the implementation of

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

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

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12. Fiscal and logistical support of the CAC:

Reference Number:	<input type="text"/>
Document Title:	<input type="text"/>
Document Location:	<input type="text"/>
Description:	<input type="text"/>

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

Reference Number:	<input type="text"/>
Document Title:	<input type="text"/>
Document Location:	<input type="text"/>
Description:	<input type="text"/>

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

Reference Number:	<input type="text"/>
Document Title:	<input type="text"/>
Document Location:	<input type="text"/>
Description:	<input type="text"/>

15. Assurance of full educational opportunity:

Reference Number:	<input type="text" value="Policy 102"/>
Document Title:	<input type="text" value="Full Educational Opportunity"/>
Document Location:	<input type="text" value="SELPA Office, MCSOS Website"/>
	<input type="text" value="The Madera-Mariposa Special Education Local Plan Area (SELPA) and its member Local Education Agencies (LEA) provide all pupils with"/>

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Description:

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

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

Special Education Local Plan Area Services

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

Reference Number:

Document Title:

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Fiscal Year:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

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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:

Reference Number:

Document Title:

Document Location:

Description:

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

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

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

Reference Number:

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Document Title:	Hospital, Licensed Children's Institution, Foster Family Homes, Juvenile Court Program or Jail/Prison and Interim Placement
Document Location:	SELPA Office, MCSOS Website
Description:	The LEA where the student's parents reside is responsible for providing special education and related services to a qualifying individual who is incarcerated in a county jail. This includes obligations for all of the rights afforded by IDEA and related state law including child find, the provision of FAPE in the least restrictive environment (LRE), and the right to due process.

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

2021-22 Local Plan Annual Submission

Section D: Annual Budget Plan

SELPA Madera-Mariposa

Fiscal Year 2021–22

Local Plan Section D: Annual Budget Plan

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

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

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

Section D: Annual Budget Plan

SELPA

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Table 1: Special Education Revenue by Source

D1. Using the fields below, identify the special education revenues by funding source. The total revenue and the percent of total funding by source is automatically calculated.

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	<input type="text" value="15,309,742"/>	43.37%
AB 602 Property Taxes	<input type="text" value="6,232,039"/>	17.65%
Federal IDEA Part B	<input type="text" value="6,259,653"/>	17.73%
Federal IDEA Part C	<input type="text" value="35,989"/>	0.10%
State Infant/Toddler	<input type="text" value="1,068,004"/>	3.03%
State Mental Health	<input type="text" value="2,084,952"/>	5.91%
Federal Mental Health	<input type="text" value="373,805"/>	1.06%
Other Revenue*	<input type="text" value="3,935,689"/>	11.15%
Total Revenue	35,299,873	100.00%

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

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

"Other Revenue" includes Res 4035 Title II, Part A, Res 5640 Medi-Cal, Res 1100 State Lottery, Res 6300 Lottery-Instructional Materials, and 6520 Workability.

Section D: Annual Budget Plan

SELPA

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Table 2: Total Budget by Object Codes

D4. Using the fields below, identify the special education expenditures by object code. The total expenditures and the percent of total expenditures by object code is automatically calculated.

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	24,367,730	38.29%
Object Code 2000—Classified Salaries	12,024,386	18.90%
Object Code 3000—Employee Benefits	17,498,174	27.50%
Object Code 4000—Supplies	828,061	1.30%
Object Code 5000—Services and Operations	4,858,165	7.63%
Object Code 6000—Capital Outlay	437,505	0.69%
Object Code 7000—Other Outgo and Financing*	3,618,477	5.69%
Total Expenditures	63,632,498	100.00%

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

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

Object codes 7000's expenditures will be used for Indirect Costs for the majority of our SELPA. One LEA has additional expenditures, such as excess transportation costs and added classroom assistance.

Section D: Annual Budget Plan

SELPA Madera-Mariposa

Fiscal Year 2021–22

Table 3: Federal, State, and Local Revenue Summary

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

Revenue Source	Amount	Percentage of Total Funding
State Special Education Revenue	28,539,768	42.69%
Federal Revenue	6,760,105	10.11%
Local Contribution	31,558,592	47.20%
Total Revenue From All Sources	66,858,465	100.00%

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

Special Education Local Plan Area Funding Distribution

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

MCSOS priority allotment programs will receive a percentage of the AB 602 apportionment off the top which is reflected in Tier I of the formula. The MCSOS percentage includes a 2% flexibility margin. The Mariposa County priority allotment programs will also receive a percentage of the AB 602 apportionment off the top which is reflected in Tier I of the formula. The remaining balance of AB 602 funding is allocated to the member LEA's on a funded ADA bases which is reflected in Tier II of the formula.

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

Not all LEA's in the SELPA receive IDEA revenues. The IDEA revenue is allocated based on a percentage. The percentage is calculated based on the prior year P-2 allocation and the percentage that each LEA received of the total funding amount.

Section D: Annual Budget Plan

SELPA

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Table 4: Special Education Local Plan Area Operating Expenditures

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

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	205,885	38.62%
Object Code 2000—Classified Salaries	198,274	37.19%
Object Code 3000—Employee Benefits	155,788	29.22%
Object Code 4000—Supplies	6,550	1.23%
Object Code 5000—Services and Operations	-77,448	-14.53%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing*	44,114	8.27%
Total Operating Expenditures	533,163	100.00%

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

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

The standardized account code structure (SACS), goal 5750 is defined as "Special Education, Ages 5–22 Severely Disabled." Students with a low-incidence disability are classified severely disabled. The LEA may elect to have locally defined goals to separate low-incidence disabilities from other severe disabilities to identify these costs locally.

D13. Does the SELPA, including all LEAs participating in the SELPA, use locally defined goals to separate low-incidence disabilities from other severe disabilities?

Yes No

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

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

590,866

Total Projected Expenditures for Students with LI Disabilities

274,910

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

Special Education Local Plan Area (SELPA) Local Plan

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



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

Local Plan Section E: Annual Service Plan

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

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

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

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

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

330–Specialized Academic Instruction

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

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*

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

This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child’s development.

- 220–Medical (Ages 0-2 only) *Service is Not Currently Provided*

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

This service is not currently needed by any students enrolled in the Madera/Mariposa SELPA. Should the service be determined necessary by the IEP team, it will be provided.

- 230–Nutrition (Ages 0-2 only) *Service is Not Currently Provided*

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

This service is not currently needed by any students enrolled in the Madera/Mariposa SELPA. Should the service be determined necessary by the IEP team, it will be provided.

- 240–Service Coordination (Ages 0-2 only) *Service is Not Currently Provided*

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

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

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

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

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

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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.

This service is not currently needed by any students enrolled in the Madera/Mariposa SELPA. Should the service be determined necessary by the IEP team, it will be provided.

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

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

This service is not currently needed by any students enrolled in the Madera/Mariposa SELPA. Should the service be determined necessary by the IEP team, it will be provided.

340—Intensive Individual Instruction

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

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

350—Individual and Small Group Instruction

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

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*

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

Services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding

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abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, or expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic, or cultural factors are not included. Services include: specialized instruction and services, monitoring, reviewing, and consultation. Services may be direct or indirect including the use of a speech consultant.

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

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

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

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

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

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

436-Health and Nursing: Other *Service is Not Currently Provided*

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

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

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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.

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.

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 a group or on an individual basis; and may include therapeutic techniques to develop abilities; adaptations to the student's environment or curriculum; and consultation and collaboration with other staff and parents. Services are provided, pursuant to an Individualized Education Program (IEP), by a qualified occupational therapist registered with the American Occupational Therapy Certification Board.

460–Physical Therapy *Service is Not Currently Provided*

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

These services are provided, pursuant to an Individualized Education Program (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

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510–Individual Counseling

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

One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program.

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

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

Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. IEP-required group counseling is expected to supplement the regular guidance and counseling program. 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.

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

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.

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

530–Psychological

Service is Not Currently Provided

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

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

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

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

Structured education, training and support services to address the student's mental health needs.

545–Residential Treatment

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

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

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

- 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.

These services include speech therapy, speech reading, auditory training and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel may also be included.

- 715—Interpreter *Service is Not Currently Provided*

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

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

- 720—Audiological *Service is Not Currently Provided*

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

These services include measurements of acuity, monitoring amplification, and frequency modulation system use. Consultation services with teachers, parents or speech pathologists must be identified in the Individualized Education Program (IEP) as to reason, frequency and duration of contact; infrequent contact is considered assistance and would not be included.

- 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.

This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs, including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills (including alternative modes of reading and writing); social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students (such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff, and others) and collaboration with the student's classroom teacher.

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

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

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

735–Braille Transcription *Service is Not Currently Provided*

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

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

740–Specialized Orthopedic *Service is Not Currently Provided*

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

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

745–Reading *Service is Not Currently Provided*

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

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

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

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.

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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.

Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions.

840–Career Awareness

Service is Not Currently Provided

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

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

850–Work Experience Education

Service is Not Currently Provided

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

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

855–Job Coaching

Service is Not Currently Provided

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

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

860–Mentoring

Service is Not Currently Provided

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

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

865–Agency Linkages (referral and placement)

Service is Not Currently Provided

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

Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as Title I of the Rehabilitation Act of 1973 (vocational rehabilitation), Title XIX of the Social Security Act (Medicaid), and Title XVI of the Social Security Act (supplemental security income).

870–Travel and Mobility Training

Service is Not Currently Provided

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

This service is not currently needed by any students enrolled in the Madera/Mariposa SELPA. Should the service be determined necessary by the IEP team, it will be provided.

890–Other Transition Services

Service is Not Currently Provided

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

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

900–Other Related Service

+ - Description of the “Other Related Service”

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Qualifications of the Provider Delivering "Other Related Service"

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California Department of Education

Special Education Division

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Attachment I

SELPA:

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Attachment I—Local Educational Agency Listing

Participating Local Educational Agency Identification

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

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

To Add or Delete Rows:

To add or delete table rows, select the "plus" or "minus" buttons 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 2020–21 or 2021–22 and there is a change in SELPA membership, **DO NOT DELETE** the entry. Instead, under the "LEA Status" column, select the drop-down menu and choose the applicable status option for the LEA membership change.

SELPA County/District/School Codes

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

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Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	20	10207			Madera County Superintendent	Jessica	Drake	(559) 673-6051	drake@mcsos.org	<input type="text" value="Previously Reported"/>
	2	20	65177			Alview-Dairyland Union Elementary	Sheila	Perry	(559) 665-2394	sperry@adusd.us	<input type="text" value="Previously Reported"/>
	3	20	65185			Bass Lake Joint Union Elementary	Diane	Hagood	(559) 642-1555	dhagood@basslak esd.org	<input type="text" value="Previously Reported"/>
	4	20	75606			Chawanakee Unified	Kelli	Bryant	(559) 877-6209	kbryant@chawana kee.org	<input type="text" value="Previously Reported"/>
	5	20	65193			Chowchilla Elementary	Patricia	Sandoval	(559) 665-8034	sandovalp@chowk ids.com	<input type="text" value="Previously Reported"/>
	6	20	65201			Chowchilla Union High	Michelle	Irwin	(559) 665-1331	irwinm@chowchill ahigh.org	<input type="text" value="Previously Reported"/>
	7	20	75580			Golden Valley Unified	James	Brannon	(559) 645-3572	jbrannon@gvusd.o rg	<input type="text" value="Previously Reported"/>
	8	20	65243			Madera Unified	Rebecca	McHaney	(559) 675-4500	rebeccamchaney @maderausd.org	<input type="text" value="Previously Reported"/>
	9	20	65276			Raymond-Knowles Union Elementary	Michelle	Townsend	(559) 689-3336	mtownsend@rkus d.org	<input type="text" value="Previously Reported"/>
	10	20	76414			Yosemite Unified	Marcia	Miller	(559) 683-4667	mmiller@yosemite usd.org	<input type="text" value="Previously Reported"/>
	11	20	65243	107938	676	Ezequiel Tafoya Alvarado Academy	John	McClure	(559) 675-2070	j.mcclure@etaach arter.com	<input type="text" value="Previously Reported"/>
	12	20	76414	2030237	479	Glacier High School Charter	Karen	Fruth	(559) 642-1422	kfruth@wscsfamily .org	<input type="text" value="Previously Reported"/>

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Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	13	20	76414	6110076	63	Mountain Home Charter	Karen	Fruth	(559) 642-1422	kfruth@wscsfamily.org	Previously Reported
	14	20	65243	100016	507	Sherman Thomas Charter	Tera	Napier	(559) 479-6816	tnapier@mystcs.org	Previously Reported
	15	20	65243	118950	1058	Sherman Thomas Charter High	Tera	Napier	(559) 479-6816	tnapier@mystcs.org	Previously Reported
	16	20	65243	134510	1780	Sherman Thomas STEM Academy	Tera	Napier	(559) 479-6816	tnapier@mystcs.org	Previously Reported
	17	22	10223			Mariposa County Office of Education	Joshua	Kim	(209) 742-0230	jkim@mcusd.org	Previously Reported
	18	22	65532			Mariposa County Unified School District	Joshua	Kim	(209) 742-0230	jkim@mcusd.org	Previously Reported

Attachment II

SELPA:

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

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

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

Attachment II

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	Madera County Superintendent	6,943,481	6,232,039	35,989	4,104,341	1,068,004	1,931,467	373,805	3,935,689	24,624,815
2	Alview-Dairyland Union Elementary	84,560	0	0	24,085	0	0	0	0	108,645
3	Bass Lake Joint Union Elementary	198,906	0	0	53,211	0	0	0	0	252,117
4	Chawanakee Unified	346,153	0	0	78,416	0	0	0	0	424,569
5	Chowchilla Elementary	502,080	0	0	133,867	0	0	0	0	635,947
6	Chowchilla Union High	237,510	0	0	64,413	0	0	0	0	301,923
7	Golden Valley Unified	457,304	0	0	118,744	0	0	0	0	576,048
8	Madera Unified	4,469,925	0	0	1,177,915	0	0	0	0	5,647,840

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	Raymond-Knowles Union Elementary	17,080	0	0	5,041	0	0	0	0	22,121
10	Yosemite Unified	317,950	0	0	98,580	0	0	0	0	416,530
11	Ezequiel Tafoya Alvarado Academy	179,078	0	0	0	0	0	0	0	179,078
12	Glacier High School Charter	37,884	0	0	0	0	0	0	0	37,884
13	Mountain Home Charter	112,516	0	0	0	0	0	0	0	112,516
14	Sherman Thomas Charter	64,253	0	0	0	0	0	0	0	64,253
15	Sherman Thomas Charter High	24,941	0	0	0	0	0	0	0	24,941
16	Sherman Thomas STEM Academy	22,380	0	0	0	0	0	0	0	22,380
17	Mariposa County Office of Education	1,293,741	0	0	401,040	0	153,485	0	0	1,848,266
18	Mariposa County Unified School District	0	0	0	0	0	0	0	0	0
Totals:		15,309,742	6,232,039	35,989	6,259,653	1,068,004	2,084,952	373,805	3,935,689	35,299,873

Attachment III

SELPA: Madera-Mariposa

Fiscal Year: 2021–22

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
1	Madera County Superintendent	7,157,262	5,394,523	5,341,620	440,601	2,662,145	427,435	1,950,786	23,374,372
2	Alview-Dairyland Union Elementary	71,488	10,025	28,189	7,255	29,886	0	5,002	151,845
3	Bass Lake Joint Union Elementary	385,000	250,000	225,000	6,200	270,000	0	10,000	1,146,200
4	Chawanakee Unified	350,000	0	74,569	0	0	0	0	424,569
5	Chowchilla Elementary	1,156,274	306,605	401,219	19,366	65,196	0	82,000	2,030,660
6	Chowchilla Union High	339,411	121,540	226,317	3,764	187,434	0	68,960	947,426
7	Golden Valley Unified	1,290,174	408,766	705,189	6,800	177,328	10,070	0	2,598,327
8	Madera Unified	11,906,469	4,496,199	9,490,390	283,362	352,924	0	1,453,388	27,982,732
9	Raymond-Knowles Union Elementary	22,537	0	11,911	0	13,000	0	0	47,448

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	Yosemite Unified	727,991	466,537	383,355	12,000	489,813	0	16,500	2,096,196
11	Ezequiel Tafoya Alvarado Academy	118,309	141,557	77,960	5,000	63,120	0	0	405,946
12	Glacier High School Charter	12,845	0	4,701	500	19,838	0	0	37,884
13	Mountain Home Charter	32,540	0	11,910	500	67,566	0	0	112,516
14	Sherman Thomas Charter	74,149	45,830	34,389	1,618	1,092	0	0	157,078
15	Sherman Thomas Charter High	47,518	11,367	21,827	308	744	0	0	81,764
16	Sherman Thomas STEM Academy	11,118	1,824	3,846	0	5,592	0	0	22,380
17	Mariposa County Office of Education	664,645	369,613	455,782	40,787	452,487	0	31,841	2,015,155
18	Mariposa County Unified School District	0	0	0	0	0	0	0	0
Totals:		24,367,730	12,024,386	17,498,174	828,061	4,858,165	437,505	3,618,477	63,632,498

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	Madera County Superintendent	4,604,793	68.12%	20,020,022	70.15%	1,975,524	24,624,815
2	Alview-Dairyland Union Elementary	24,085	0.36%	84,560	0.30%	43,200	108,645
3	Bass Lake Joint Union Elementary	53,211	0.79%	198,906	0.70%	894,083	252,117
4	Chawanakee Unified	78,416	1.16%	346,153	1.21%	0	424,569
5	Chowchilla Elementary	133,867	1.98%	502,080	1.76%	1,394,713	635,947
6	Chowchilla Union High	64,413	0.95%	237,510	0.83%	645,503	301,923
7	Golden Valley Unified	118,744	1.76%	457,304	1.60%	2,022,279	576,048
8	Madera Unified	1,177,915	17.42%	4,469,925	15.66%	22,334,892	5,647,840
9	Raymond-Knowles Union Elementary	5,041	0.07%	17,080	0.06%	25,327	22,121

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	Yosemite Unified	98,580	1.46%	317,950	1.11%	1,679,666	416,530
11	Ezequiel Tafoya Alvarado Academy	0	0.00%	179,078	0.63%	226,868	179,078
12	Glacier High School Charter	0	0.00%	37,884	0.13%	0	37,884
13	Mountain Home Charter	0	0.00%	112,516	0.39%	0	112,516
14	Sherman Thomas Charter	0	0.00%	64,253	0.23%	92,825	64,253
15	Sherman Thomas Charter High	0	0.00%	24,941	0.09%	56,823	24,941
16	Sherman Thomas STEM Academy	0	0.00%	22,380	0.08%	0	22,380
17	Mariposa County Office of Education	401,040	5.93%	1,447,226	5.07%	166,889	1,848,266
18	Mariposa County Unified School District	0	0.00%	0	0.00%	0	0
Totals:		6,760,105	100.00%	28,539,768	100.00%	31,558,592	35,299,873

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	Madera County Superintendent	0	174,910
2	Alview-Dairyland Union Elementary	0	0
3	Bass Lake Joint Union Elementary	65,000	100,000
4	Chawanakee Unified	0	0
5	Chowchilla Elementary	26,715	0
6	Chowchilla Union High	0	0
7	Golden Valley Unified	0	0
8	Madera Unified	93,205	0
9	Raymond-Knowles Union Elementary	0	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	Yosemite Unified	0	0
11	Ezequiel Tafoya Alvarado Academy	405,946	0
12	Glacier High School Charter	0	0
13	Mountain Home Charter	0	0
14	Sherman Thomas Charter	0	0
15	Sherman Thomas Charter High	0	0
16	Sherman Thomas STEM Academy	0	0
17	Mariposa County Office of Education	0	0
18	Mariposa County Unified School District	0	0
Totals:		590,866	274,910

**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
Madera County Superintendent		Delete This Row							<input type="text"/>

DO NOT
DISTRIBUTE

CDE Official Local Educational Agency Name	School or Site Name	County/District School Code (xx-xxxxx-xxxxxx)	Charter Number (if applicable) (xxxx)	Special Education Service																																														
				330	210	220	230	240	250	260	270	340	350	415	425	435	436	445	450	460	510	515	520	525	530	535	540	545	610	710	715	720	725	730	735	740	745	750	755	760	820	830	840	850	855	860	865	870	890	900
YOSEMITE UNIFIED	RIVERGOLD ELEMENTARY	20-76414-6110019		X									X				X			X																														
YOSEMITE UNIFIED	YOSEMITE COMMUNITY EDUCATION CENTER/ADULT	20-76414-2030062		X																																					X		X							
YOSEMITE UNIFIED	YOSEMITE FALLS EDUCATION CENTER	20-76414-0115550		X								X											X	X																										
YOSEMITE UNIFIED	YOSEMITE HIGH	20-76414-2030013		X							X		X						X	X		X					X	X	X									X	X	X	X					X				
YOSEMITE UNIFIED	YOSEMITE UNIFIED	20-76414-0000000										X	X			X																																		

SELPA

Fiscal Year

Certification 3: County Superintendent

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

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

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

Yes No

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

Yes No

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

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

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

SELPA

Madera-Mariposa

Fiscal Year

2021-22

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.

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

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

www.mcsos.org

Cecilia A. Inassette

County Superintendent

6/23/2021

Date

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

SELPA

Fiscal Year

Certification 4: Community Advisory Committee

IMPORTANT: Certification 4 is required when the information being submitted to the California Department of Education (CDE) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan and/or Section E: Annual Service Plan.

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

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

C4-2. The CAC had at least 30 days to conduct a review of the completed Local Plan. This review was done prior to Local Plan being submitted to the COE and CDE.

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

C4-3. The CAC provided written comments to the SELPA regarding this Local Plan submission.

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

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.

CAC Chairperson

Date

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

SELPA

Fiscal Year

Certification 5: Participating Local Educational Agency

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

LEA

C5-1. The LEA certifies the SELPA Local Plan is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA must administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations. The superintendent or chief administrator certifies the LEA is participating in a:

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

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

SELPA

Madera-Mariposa

Fiscal Year

2021-22

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.


C5-2. The LEA superintendent (for a district or COE LEA) or chief administrator (for a charter LEA) ensures the current Local Plan, Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: Annual Service Plan, including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

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

www.mcsos.org

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

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


LEA Superintendent/Chief Administrator

4-21-21
Date

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

SELPA

Fiscal Year

Certification 5: Participating Local Educational Agency

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

LEA

C5-1. The LEA certifies the SELPA Local Plan is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA must administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations. The superintendent or chief administrator certifies the LEA is participating in a:

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

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

SELPA

Madera-Mariposa

Fiscal Year

2021-22

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.

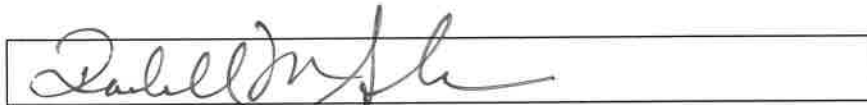
C5-2. The LEA superintendent (for a district or COE LEA) or chief administrator (for a charter LEA) ensures the current Local Plan, Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: Annual Service Plan, including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

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

www.mcsos.org

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

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



LEA Superintendent/Chief Administrator

4/21/2021

Date

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

SELPA

Fiscal Year

Certification 5: Participating Local Educational Agency

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

LEA

C5-1. The LEA certifies the SELPA Local Plan is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA must administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations. The superintendent or chief administrator certifies the LEA is participating in a:

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

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

SELPA

Fiscal Year

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.

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

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LEA Superintendent/Chief Administrator

Date

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

SELPA

Fiscal Year

Certification 5: Participating Local Educational Agency

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LEA

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I certify additional written agreements have been developed and are entered into

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

SELPA

Fiscal Year

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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Date

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SELPA

Fiscal Year

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

SELPA

Madera-Mariposa

Fiscal Year

2021-22

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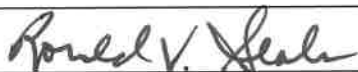
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LEA Superintendent/Chief Administrator

4-21-21

Date

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

SELPA

Madera-Mariposa

Fiscal Year

2021-22

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LEA

Ezequiel Tafoya Alvarado Academy

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

SELPA

Madera-Mariposa

Fiscal Year

2021-22

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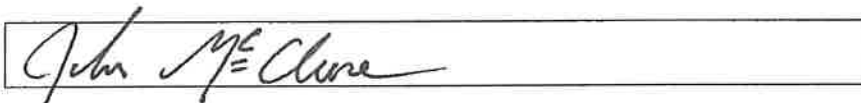
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LEA Superintendent/Chief Administrator

4-20-21

Date

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

SELPA

Fiscal Year

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

SELPA

Madera-Mariposa

Fiscal Year

2021-22

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LEA Superintendent/Chief Administrator

4/22/21

Date

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

SELPA

Fiscal Year

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SELPA

Madera-Mariposa

Fiscal Year

2021-22

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LEA Superintendent/Chief Administrator


Date

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

SELPA

Fiscal Year

Certification 5: Participating Local Educational Agency

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

SELPA

Madera-Mariposa

Fiscal Year

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Cecilia A. Sassetto

LEA Superintendent/Chief Administrator

3/23/2021

Date

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

SELPA

Fiscal Year

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SELPA

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SELPA

Fiscal Year

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

SELPA

Madera-Mariposa

Fiscal Year

2021-22

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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LEA Superintendent/Chief Administrator


Date

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

SELPA

Madera-Mariposa

Fiscal Year

2021–22

Certification 5: Participating Local Educational Agency

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LEA

Mountain Home Charter (Alternative)

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SELPA

Madera-Mariposa

Fiscal Year

2021-22

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LEA Superintendent/Chief Administrator

4/22/21

Date

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

SELPA

Madera-Mariposa

Fiscal Year

2021-22

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LEA

Raymond-Knowles Union Elementary

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SELPA

Madera-Mariposa

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LEA Superintendent/Chief Administrator


Date

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

SELPA

Fiscal Year

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SELPA

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Sherman Thomas Charter High

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