Dr. Ed Manansala, Superintendent of Schools Tamara Clay, Executive Director of Special Services/Geographic SELPA

# SELPA Superintendents' Council

#### MEETING AGENDA

June 3, 2021

2:00 p.m.

Meeting to be held either in-person at:

El Dorado County Office of Education

Conference Room B/2 6767 Green Valley Road Placerville, CA 95667

or via Zoom:

Virtual Meeting Via Zoom - Web Link (copy and paste into browser):

https://edcoe.zoom.us/j/99313939694?pwd=eDdub0tHMU9laHZmZWFhTFYydWVRQT09

Dial-in Option: 1-669-900-6833, Meeting ID: 993 1393 9694

#### **ANNOUNCEMENTS:**

A. EXECUTIVE ORDER N-29-20 TELECONFERENCE FLEXIBILITY

This meeting is being held pursuant to the procedures established in Executive Order N-29-20 issued by California Governor Gavin Newsom on March 17, 2020. All council members may attend the meeting by teleconference. This meeting will be a virtual meeting only. The public may observe and address the meeting via Zoom.

- B. PUBLIC ACCESS TO THE SELPA SUPERINTENDENTS' COUNCIL MEETING
  The public will have access to the SELPA Superintendents' Council meeting through Zoom
  Teleconferencing. There are two options for those individuals who wish to make a public comment.
  1.) During the meeting, comments can be sent through the Zoom meeting chat feature, or 2.) Prior
  to, or during the meeting, comments may be sent to khall@edcoe.org. A moderator for the meeting
  will read your comments for the record.
- C. ANNOUNCEMENT: Should this meeting encounter any security breech or inappropriate issues, the meeting will be ended immediately and rescheduled as soon as practical.

#### General Items

- 1. Approval of Agenda
- 2. Public Hearing

(Individuals may address Board items not on the agenda - limited to 2 minutes)

#### Action Items

- 3. Approval of March 4, 2021 Meeting Minutes\* and March 4, 2021 Special Meeting Minutes\*
- 4. Local Plan
  - a) Section D Annual Budget Plan\*
  - b) Section E Annual Service Plan\*
  - c) Attachments\*

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- 5. Policy Revision First Read SELPA Policy No. 26 Program Transfer Policy
  - a. Redline Version\*
  - b. Clean Version\*
- 6. Low Incidence Reserve\*

#### Reports – No Action Required

- 7. Regional Program Review Committee
- 8. SELPA Speech Program Transfer Process\*
- 9. Allocation Plan Update\*
- 10. SELPA Leadership Report
- 11. Adjournment

\*Handouts

#### Notices:

In compliance with the Americans with Disabilities Act, for those requiring special assistance to access public meeting rooms or to otherwise participate at a public meeting conducted by the El Dorado County Office of Education, please contact Phillip Jones at 530-295-2205, pjones @edcoe.org at least 48 hours in advance of the meeting you wish to attend so that every reasonable effort to accommodate you, including requests for auxiliary aids or services, can be made. Meeting documents are provided online at <a href="http://edcoe.org/educational-services/selpa-special-education-local-plan-area/selpa-superintendents-council">http://edcoe.org/educational-services/selpa-special-education-local-plan-area/selpa-superintendents-council</a>. If you require documents being discussed at a public meeting be made accessible, please contact Kathleen Hall, 530-295-2236, <a href="http://edcoe.org">khall@edcoe.org</a> at least 48 hours in advance of the meeting. EDCOE strives to provide a fragrance free work environment. For the comfort of all participants, attendees are requested to refrain from using perfume, cologne and other fragrances.





Dr. Ed Manansala, Superintendent of Schools Tamara Clay, Executive Director of Special Services/SELPA

# **SELPA Superintendents' Council Meeting Minutes - UNADOPTED**

March 4, 2021

Via Zoom - Meeting ID No. 940 6574 4207

In attendance: Ed Manansala, Wendy Frederickson, Kevin Monsma, Tamara Clay, Cheryl Olson, Eric Bonniksen, Annette Lane, Marcy Guthrie, Natalie Miller, David Roth, Matt Smith, Grant Coffin, Jeremy Meyers, Ron Carruth, Pat Atkins, Margaret Enns, Keri Phillips and guests: Robert Steponovich, SELPA Business Services Director; Kirstin Comstock, SELPA Program Coordinator, and Kathleen Hall, Recording Secretary.

Meeting called to order at 2:01 pm by Tamara Clay, Executive Director of Special Services/SELPA.

#### Item

- 1. Superintendent Marcy Guthrie moved to approve agenda with one revision Items 4 and 5 are switched with the Policy Adoption preceding the Local Plan Revision; second by Superintendent Eric Bonniksen; motion carries.
- 2. A Public Hearing was opened at 2:03 pm and, with no comment, closed at 2:03 pm.

# Action Items

- **3.** Superintendent Eric Bonniksen moved to approve the minutes of the February 4, 2021 SELPA Superintendents' Council meeting; second by Superintendent Pat Atkins; motion carries.
- 4. SELPA Policies/Administrative Regulations Revisions and New Policy Second Read and Adoption\*
  - a. EDCOE Policy/AR Revision Summary/Cover Sheet 2019-20 and 2020-21
  - Revisions to SELPA Policy 22/AR 22 Provision of Special Education Services to Students Voluntarily Enrolled in Charter Schools in the El Dorado County SELPA
  - c. New SELPA Policy 25/AR 25 Interagency

Two revised or new SELPA Policies and Administrative Regulations were presented to the SELPA Superintendents' Council for a second read and adoption. A summary/cover sheet was presented indicating if the Policy/AR revisions were clerical/grammatical changes or material changes to align with Ed Code. The first read of these policies occurred at the February 4 SELPA Superintendents' Council Meeting and were presented for public review for the required 20 days. The SELPA Policies and Administrative Regulations presented today for a second read were adopted by motion of Superintendent Ron Carruth, seconded by Superintendent Keri Phillips and, with no discussion, the motion carried.



# 6. Local Plan Status Update

Tamara Clay presented the El Dorado County SELPA Local Plan Section B: Governance and Administration for approval. All appropriate requirements and timelines with CAC have been met and the final plan will be submitted to CDE by June 30, 2021. The final plan will also be posted on the EDCOE and district websites after submission to CDE.

Ms. Clay also reported that SELPA is awaiting a Certification 5 form from CDE that Superintendents will be asked to sign and return to the SELPA for submission to CDE. The CDE required template of the entire Local Plan, after adoption, must be posted on each LEAs website by June 30, 2021. SELPA will send out next steps for signatures on certifications.

The El Dorado County SELPA Local Plan Section B: Governance and Administration presented was adopted by motion of Superintendent Meg Enns, seconded by Superintendent Ron Carruth and, with no discussion, the motion carried.

Ms. Clay shared that Growth Committee meetings typically occur to review regional program data. Due to the COVID challenges presented this year, the SELPA will work directly with Special Services and present recommendations to the SELPA Superintendents at their next meeting.

# 7. Adjournment

The meeting was adjourned at 2:19 p.m. upon motion by Superintendent Eric Bonniksen; second by Superintendent Pat Atkins; motion carries.



Dr. Ed Manansala, Superintendent of Schools Tamara Clay, Executive Director of Special Services/SELPA

# SELPA Superintendents' Council Special Meeting Minutes - UNADOPTED

March 4, 2021

Via Zoom - Meeting ID No. 929 7061 8319

In attendance: Ed Manansala, Wendy Frederickson, Kevin Monsma, Tamara Clay, Cheryl Olson, Eric Bonniksen, Annette Lane, Marcy Guthrie, Natalie Miller, David Roth, Matt Smith, Grant Coffin, Jeremy Meyers, Ron Carruth, Pat Atkins, Margaret Enns, Keri Phillips and guests: Robert Steponovich, SELPA Business Services Director; Kirstin Comstock, SELPA Program Coordinator; Amy Andersen, EDCOE Personnel Services Executive Director, Francie Heim, Consultant; Michael Tucker and Heather Edwards of Girard, Edwards, Stevens & Tucker, LLP; Carrie Pearson, EDCOE Coordinator; Linda Himmel, Tara Clark, Shannon Daniels, Kassidy Salters, Aiden Harte, Jackie McHaney, Jen Fusano; and Kathleen Hall, Recording Secretary.

Meeting called to order at 2:31 pm by Tamara Clay, Executive Director of Special Services/SELPA.

#### Item

- **1.** Superintendent Pat Atkins moved to approve agenda as presented; second by Superintendent Meg Enns; motion carries.
- 2. A Public Hearing was opened at 2:32 pm and, with no comment, closed at 2:32 pm.

#### **Informational Items**

Legal counsel and EDCOE staff provided information regarding legal considerations of potential special education program transfers from EDCOE to local districts. The presentation provided SELPA's policy regarding such transfers as well as the relevant legal provisions. No decision was sought from the Council as this item is informational only. This item was added to agenda to allow for a broader discussion, if necessary and desired by the Council.

#### 3. Adjournment

The meeting was adjourned at 3:22 p.m. upon motion by Superintendent Eric Bonniksen; second by Superintendent Meg Enns; motion carries.

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SELPA | El Dorado County SELPA (0901)

Fiscal Year

2021-22

# **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

SELPA	El Dorado County SELPA (0901)	Fiscal Year	2021–22
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# Local Plan Section D: Annual Budget Plan

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

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

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

SELPA El Dorado County SELPA (0901) Fiscal Year

## **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	11,110,983	50.10%
AB 602 Property Taxes	2,483,674	11.20%
Federal IDEA Part B	4,010,165	18.08%
Federal IDEA Part C	0	0.00%
State Infant/Toddler	0	0.00%
State Mental Health	1,372,669	6.19%
Federal Mental Health	249,670	1.13%
Other Revenue*	2,951,518	13.31%
Total Revenue	22,178,678.3974441	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

SIL Grant, SIP Contract

2021-22

SELPA El Dorado County SELPA (0901) Fiscal Year 2021–22

## **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	17,531,934	27.26%
Object Code 2000—Classified Salaries	11,846,958	18.42%
Object Code 3000—Employee Benefits	17,235,527	26.80%
Object Code 4000—Supplies	1,324,036	2.06%
Object Code 5000—Services and Operations	11,743,852	18.26%
Object Code 6000—Capital Outlay	279,000	0.43%
Object Code 7000—Other Outgo and Financing*	4,357,165	6.77%
Total Expenditures	64,318,470.89	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:

Indirect Costs and State Special Schools

SELPA El Dorado County SELPA (0901) 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	17,918,843	27.86%
Federal Revenue	4,259,835	6.62%
Local Contribution	42,139,792	65.52%
Total Revenue From All Sources	64,318,470.89	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.

On a per ADA basis for state funding, ERMHS funding, and on a prior year pupil count basis for Federal Funding.

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

EDCOE Special Services regional programs receive a fixed amount of the federal grant plus any COLA. The remaining grant is allocated to LEAs. Fifty percent of the LEA federal entitlement is distributed by a proportional share of the prior year's total base entitlement. The remaining fifty percent is proportionally allocated to LEAs based on the total prior year special education unduplicated pupil count.

SELPA El Dorado County SELPA (0901) Fiscal Year 2021–22

# 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	7,498,524	30.76%
Object Code 2000—Classified Salaries	4,910,098	20.14%
Object Code 3000—Employee Benefits	5,797,324	23.78%
Object Code 4000—Supplies	526,599	2.16%
Object Code 5000—Services and Operations	3,530,808	14.48%
Object Code 6000—Capital Outlay	279,000	1.14%
Object Code 7000—Other Outgo and Financing*	1,837,489	7.54%
Total Operating Expenditures	24,379,842	100.00%

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

Indirect Costs and State Special Schools

Section D: Annua	al Budget Plan		
SELPA El Dora	ado County SELPA (0901)	Fiscal Year	2021–22
Table 5: Project and for Students	ed Expenditures for Supplemental Aids s with Low Incidence Disabilities	ds and Services in the F	Regular Classroom
5–22 Severely D The LEA may ele	d account code structure (SACS), goal 5 isabled." Students with a low-incidence of the totally defined goals to separs to identify these costs locally.	disability are classified se	everely disabled.
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			
	cribe how the SELPA identifies expendite EC Section 56205(b)(1)(D)?	ures for low-incidence dis	sabilities as
with disabili	tal projected expenditures for supplementies who are placed in the regular educanth low incidence (LI) disabilities.		
	ted Expenditures for SAS in the Regular th Disabilities	Classroom Provided to	1,648,832
Total Projec	ted Expenditures for Students with LI Di	sabilities	91,034

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.

SELPA | El Dorado County SELPA (0901)

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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

Section E: Annual Service Plan

SELPA: El Dorado County SELPA (0901) Fiscal Year: 2021–22

#### 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.

SELPA: El Dorado County SELPA (0901)	Fiscal Year: 2021–22
210–Family Training, Counseling, Home Visits (Ages 0-2 only)  Provide a detailed description of the services to be	Service is Not Currently Provided
This service includes: services provided by social personnel to assist the family in understanding the child's development. Note: Services provided nursing services, occupational therapy, and physicoded under the appropriate service category, every service includes the service category.	I workers, psychologists, or other qualified e special needs of the child and enhancing by specialists (such as medical services, ical therapy) for a specific function should be
220-Medical (Ages 0-2 only)	Service is Not Currently Provided
Include an explanation as to why the service optio continuum of services available to students with di	
No students were identified as requiring this servi into the SELPA or is identified as needing the serprovided.	
230-Nutrition (Ages 0-2 only)	Service is Not Currently Provided
Include an explanation as to why the service option continuum of services available to students with di	· ·
No students were identified as requiring this serving into the SELPA or is identified as needing the serving provided.	1
■ 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.
Speech or language impairment (SLI): Speech or communication disorder such as stuttering, impair voice impairment, that adversely affects a child's infants.	red articulation, language impairment, or a
■ 250–Special Instruction (Ages 0-2 only)	Service is Not Currently Provided

Section E: Annual Service Plan

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Provide a detailed description of the services to be prov	ided 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 individualized family service plan (IFSP); providing families with information, skills, and support related to enhancing the skill development of the child; and working with the child to enhance the child's development.		
260-Special Education Aide (Ages 0-2 only)	Service is Not Curre	ntly Provided
Include an explanation as to why the service option is no continuum of services available to students with disabilit	•	e SELPA's
No students were identified as requiring this service at tinto the SELPA or is identified as needing the service in provided.		i
270–Respite Care (Ages 0-2 only)	Service is Not Currer	ntly Provided
Include an explanation as to why the service option is no continuum of services available to students with disabilit	•	e SELPA's
No students were identified as requiring this service at tinto the SELPA or is identified as needing the service in provided.		
■ 340–Intensive Individual Instruction		
Provide a detailed description of the services to be prov	ided under this code.	
IEP Team determination that student requires additional meet his or her IEP goals.	al support for all or part	of the day to
■ 350–Individual and Small Group Instruction		

Section E: Annual Service Plan
SELPA: El Dorado County SELPA (0901) Fiscal Year: 2021–22
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
Provide a detailed description of the services to be provided under this code.
Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, or expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic or cultural factors are not included. Services include specialized instruction and services: monitoring, reviewing, and consultation, and may be direct or indirect, including the use of a speech consultant.
■ 425—Adapted Physical Education
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   Service is Not Currently Provided
Provide a detailed description of the services to be provided under this code.
Specialized physical health care services means those health services prescribed by the child's licensed physician and surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (5 CCR Section 3051.12[b]). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments,

Section E: Annual Service Plan	
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insulin administration, and glucose testing.	
■ 436–Health and Nursing: Other	 ed
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 qualification 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 referrand maintaining communication with agencies and health care providers. These services not include any physician supervised or specialized health care service. IEP required health nursing services are expected to supplement the regular health services program.	als, do
■ 445–Assistive Technology Service is Not Currently Provide	∍d
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, ada computer technology, or specialized media with the educational programs to improve accer 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 rehabilital services, and employers.	ess
■ 450–Occupational Therapy	∍d
Occupational Therapy (OT) includes services to improve student's educational performan postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perceptic and integration, social and play abilities, and fine motor abilities. Both direct and indirect services may be provided within the classroom, other educational settings, or the home, in groups or individually, and may include therapeutic techniques to develop abilities, adaptate to the student's environment or curriculum, and consultation and collaboration with other standards. Services are provided, pursuant to an IEP, by a qualified occupational therapetics with the American Occupational Therapy Certification Board.	on n ations

Section E: Annual Service Plan	
SELPA: El Dorado County SELPA (0901)	Fiscal Year: 2021–22
■ 460–Physical Therapy  Provide a detailed description of the services to be pr	Service is Not Currently Provided ovided under this code.
These services are provided, pursuant to an IEP, by physical therapist assistant, when assessment shows performance and other educational skills. Physical the control and coordination, posture and balance, self-huse of assistive devices. Services may be provided we settings or in the home, and may occur in groups or inadaptations to the student's environment and curriculactivities, and consultation and collaborative intervent.	a registered physical therapist, or s a discrepancy between gross motor erapy includes, but is not limited to, motor elp, functional mobility, accessibility and within the classroom, other educational ndividually. These services may include lum, selected therapeutic techniques and
■ 510–Individual Counseling  Provide a detailed description of the services to be provided in the services to be provided i	ovided under this code.
One-to-one counseling, provided by a qualified individual focus on such student aspects as education, career, members on learning problems or guidance program expected to supplement the regular guidance and co	personal, or be with parents or staff s for students. Individual counseling is
515–Counseling and Guidance  Provide a detailed description of the convince to be provided.	Service is Not Currently Provided
Counseling in a group setting, provided by a qualified counseling is typically social skills development, but reducation, career, personal, or be with parents or sta guidance programs for students. IEP required group regular guidance and counseling program. Guidance intrapersonal, or family interventions, performed in an individual pursuant to an IEP. Specific programs inclubuilding, parent training, and assistance to special education students. The the regular guidance and counseling program.	I individual pursuant to an IEP. Group may focus on such student aspects as ff members on learning problems or counseling is expected to supplement the services include interpersonal, in individual or group setting by a qualified ade social skills development, self-esteem fucation students supervised by staff
■ 520–Parent Counseling	Service is Not Currently Provided

Section E: Annual Service Plan		
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Provide a detailed description of the services	s to be provided under this code.	
Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs and may include parenting skills or other pertinent issues. IEP required parent counseling is expected to supplement the regular guidance and counseling program.		
■ 525–Social Worker	Service is Not Currently Provided	
Provide a detailed description of the services	s to be provided under this code.	
Social work services, provided by a qualified individual pursuant to an IEP, include, but are not limited to, preparing a social or developmental history of a child with a disability, group and individual counseling with the child and family, working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school, and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program.		
■ 530—Psychological  Provide a detailed description of the services	Service is Not Currently Provided	
These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results for parents and staff in implementing the IEP, obtaining and interpreting information about child behavior and conditions related to learning, and planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. IEP required psychological services are expected to supplement the regular guidance and counseling program.		
535–Behavior Intervention  Provide a detailed description of the services	Service is Not Currently Provided s 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.		

Section E: Annual Service Plan
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■ 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
Provide a detailed description of the services to be provided under this code.
A 24-hour, out-of-home placement that provides intensive therapeutic services to support the educational program.
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 who have orthopedic impairment (OI), visual impairment (VI), who are deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or an itinerant teacher/specialist. Consultation is provided to the teacher, staff, and parents as needed. These services must be clearly written in the student's IEP, including frequency and duration of the services to the student.
■ 710–Specialized Deaf and Hard of Hearing    Service is Not Currently Provided
Provide a detailed description of the services to be provided under this code.
These services include speech therapy, speech reading, auditory training, and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel.
■ 715–Interpreter
Provide a detailed description of the services to be provided under this code.
Sign language interpretation of spoken language to individuals, whose communication is

Section E: Annual Service Plan		
SELPA: El Dorado County SELPA (0901)	Fiscal Year: 2021–22	
normally sign language, by a qualified sign language information through the sign system of the student or regarding class content through the sign system of the sig	or consumer and tutoring students	
■ 720–Audiological	Service is Not Currently Provided	
Provide a detailed description of the services to be p	rovided under this code.	
These services include measurements of acuity, modulation system use. Consultation services with to must be identified in the IEP as to reason, frequency contact is considered assistance and would not be in	teachers, parents, or speech pathologists y, and duration of contact; infrequent	
725–Specialized Vision	Service is Not Currently Provided	
Provide a detailed description of the services to be p	rovided under this code.	
This is a broad category of services provided to stude assessment of functional vision; curriculum modifical educational needs including Braille, large type, and concept development and academic skills; communicating and writing; and social, emotional, career, visit may include coordination of other personnel providing transcribers, readers, counselors, orientation and mand others, and collaboration with the student's class	ations necessary to meet the student's aural media; instruction in areas of need; illustration skills including alternative modes of cational, and independent living skills. It ing services to the students such as nobility specialists, career/vocational staff,	
730–Orientation and Mobility  Provide a detailed description of the services to be p	Service is Not Currently Provided	
	The state of the s	$\neg$
Students with identified visual impairments are train how to move. Students are trained to develop skills independently around the school and in the commu parents regarding their children requiring such servi	to enable them to travel safely and nity. It may include consultation services to	:0
735–Braille Transcription	Service is Not Currently Provided	

Section E. Annual Service Plan	
SELPA: El Dorado County SELPA (0901)	Fiscal Year: 2021–22
Include an explanation as to why the service option continuum of services available to students with dis	is not included as part of the SELPA's abilities.
No students were identified as requiring this service into the SELPA or is identified as needing the service provided.	e at the time of reporting. If a student moves ice in the IEP, then the service would be
■ 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 disabilities, including specialized materials and equ	
745–Reading	Service is Not Currently Provided
Include an explanation as to why the service option continuum of services available to students with dis	
No students were identified as requiring this service into the SELPA or is identified as needing the servi provided.	
750–Note Taking	Service is Not Currently Provided
Include an explanation as to why the service option continuum of services available to students with dis-	
No students were identified as requiring this service into the SELPA or is identified as needing the servi provided.	
755–Transcription	Service is Not Currently Provided
Include an explanation as to why the service option continuum of services available to students with disa	
No students were identified as requiring this service into the SELPA or is identified as needing the service.	

Section E: Annual Service Plan	
SELPA: El Dorado County SELPA (0901)	Fiscal Year: 2021–22
provided.	
760–Recreation Service, Including Therapeutic Recreation	Service is Not Currently Provided
Include an explanation as to why the service optic continuum of services available to students with d	•
No students were identified as requiring this serv into the SELPA or is identified as needing the serprovided.	
820–College Awareness	Service is Not Currently Provided
Provide a detailed description of the services to b	e provided under this code.
College awareness is the result of acts that promhigher education opportunities, information, and limited to, career planning, course prerequisites,	options that are available including, but not
830–Vocational Assessment, Counseling, Guidance, and Career Assessment	Service is Not Currently Provided
Provide a detailed description of the services to b	e provided under this code.
Organized educational programs that are directly paid or unpaid employment, and may include prodevelopment and/or placement, and situational at to assist a student in assessing his/her aptitudes realistic career decisions.	ovision for work experience, job coaching, assessment. This includes career counseling
840-Career Awareness	Service is Not Currently Provided
Provide a detailed description of the services to b	be provided under this code.
Transition services include a provision for self-ac guidance. This also emphasizes the need for cooperkins Act to ensure that students with disability vocational education funds.	ordination between these provisions and the

Section E: Annual Service Plan	
SELPA: El Dorado County SELPA (0901)	Fiscal Year: 2021–22
■ 850–Work Experience Education	Service is Not Currently Provided
Provide a detailed description of the services to be	pe provided under this code.
Work experience education means organized education preparation of individuals for paid or unpaid career requiring other than a baccalaureate or a	employment, or for additional preparation for a
■ 855–Job Coaching	Service is Not Currently Provided
Provide a detailed description of the services to be	pe provided under this code.
Job coaching is a service that provides assistant experiencing difficulty with one or more aspects service is provided by a job coach who is highly can determine how the employee that is experie training plan to improve job performance.	of the daily job tasks and functions. The successful, skilled and trained on the job who
■ 860–Mentoring	Service is Not Currently Provided
Provide a detailed description of the services to be	pe provided under this code.
Mentoring is a sustained coaching relationship be ongoing involvement. The mentor offers support the learner encounters challenges with respect t skills. Mentoring can be either formal, as in plant occurs naturally through friendship, counseling,	, guidance, encouragement and assistance as o a particular area such as acquisition of job ned, structured instruction, or informal that
865–Agency Linkages (referral and placement)	Service is Not Currently Provided
Include an explanation as to why the service optic continuum of services available to students with o	·
No students were identified as requiring this servinto the SELPA or is identified as needing the se provided.	· •
870–Travel and Mobility Training	Service is Not Currently Provided

Section E: Annual Service Plan
SELPA: El Dorado County SELPA (0901) Fiscal Year: 2021–22
Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.
No students were identified as requiring this service at the time of reporting. If a student moves into the SELPA or is identified as needing the service in the IEP, then the service would 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"
N/A - pot provided
Qualifications of the Provider Delivering "Other Related Service"

SELPA El Dorado County (0901)

Fiscal Year

2021–22

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



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

Att	ach	mei	nt I	

SELPA: El Dorado County (0901)

Fiscal Year: 2021-22

#### 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 ептгу.
- 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,

2021-22 CDE Local Plan Submission

Attachment I-1 of 39

#### Attachment I

SELPA: El Dorado County (0901)

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, <i>and</i> SELPA)	Special Eduction Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	9	73783	0		Black Oak Mine Unified	Wendy	Westsmith	(530) 333-8300	wwestsmith@bom usd.org	Previously Reported
	2	9	61838	0		Buckeye Union Elementary	Nicole	Schraeder	(530) 677-2261	nschraeder@buck eveusd.org	Previously Reported

Row	List	xx	xxxxx	XXXXXXX	(if applicable) xxxx	JPA, and SELPA)	Director First Name	Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	9	73783	0		Black Oak Mine Unified	Wendy	Westsmith	(530) 333-8300	wwestsmith@bom usd.org	Previously Reported
	2	9	61838	0		Buckeye Union Elementary	Nicole	Schraeder	(530) 677-2261	nschraeder@buck eyeusd.org	Previously Reported
	3	9	61846	0	THE PROPERTY OF THE PARTY OF TH	Camino Union Elementary	Connie	Cochran	(530) 644-4552	ccochran@camino school.org	Previously Reported
	4	9	10090	0		El Dorado County Office of Education	Tamara	Clay	(530) 622-7130	tclay@edcoe.org	Previously Reported
	5	9	61853	0		El Dorado Union High	Pam	Bartlett	(530) 622-5081	pbartlett@eduhsd. k12.ca.us	Previously Reported
	6	9	61879	0		Gold Oak Union Elementary	Margaret	Enns	(530) 626-3150	menns@gousd.org	Previously Reported
	7	9	61887	0		Gold Trail Union Elementary	Keri	Phillips	(530) 626-3194	kphillips@gtusd.or g	Previously Reporte
	8	9	61895	0		Indian Diggings Elementary	Grant	Coffin	(530) 620-6546	gcoffin@idschool.o rg	Previously Reporte
	9	9	61911	0		Latrobe	Natalie	Miller	(530) 677-0260	nmiller@latrobesc hool.com	Previously Reported
	10	9	61929	0		Mother Lode Union Elementary	Carey	Buchanan	(530) 622-6464	cbuchanan@mlus d.net	Previously Reported
	11	9	61945	0		Pioneer Union Elementary	Annette	Lane	(530) 620-3556	alane@pioneerusd .org	Previously Reported
	12	9	61952	0		Placerville Union Elementary	Donna	Bazett	(530) 622-7216	dbazett@pusdk8.u s	Previously Reported

2021-22 CDE Local Plan Submission Attachment I-2 of 39

Fiscal Year: 2021-22

Att	aci	٦m	en	t I

SELPA: El Dorado County (0901)

Fiscal Year: 2021–22

Add or Delete Row	List	Code	Code	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Eduction Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	13	9	61960	0		Pollock Pines Elementary	Pat	Atkins	(530) 644-5416	patkins@ppesd.or g	Previously Reported
TO THE RESERVE OF THE PERSON O	14	9	61978	0		Rescue Union Elementary	Meghan	Magee	(530) 677-4461	mmagee@my.resc ueusd.org	Previously Reported
	15	9	61986	0		Silver Fork Elementary	Pat	Atkins	(530) 644-5416	patkins@ppesd.or g	Previously Reported
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2021-22 CDE Local Plan Submission

Attachment I-3 of 39

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2021–22 CDE Local Plan Submission Attachment I-4 of 39

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2021–22 CDE Local Plan Submission Attachment I-5 of 39

Attachment I				
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ELPA: El Dorado County (0901)				Fiscal Year: 2021–22						
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Attachment I-6 of 39 2021-22 CDE Local Plan Submission

Attachment I

SELPA: El Dorado County (0901)

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2021–22 CDE Local Plan Submission Attachment I-7 of 39

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2021-22 CDE Local Plan Submission Attachment I-8 of 39

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2021-22 CDE Local Plan Submission Attachment I-9 of 39

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2021-22 CDE Local Plan Submission Attachment I-10 of 39

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2021–22 CDE Local Plan Submission

Attachment I-11 of 39

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2021-22 CDE Local Plan Submission Attachment I-12 of 39

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2021-22 CDE Local Plan Submission Attachment I-13 of 39

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2021–22 CDE Local Plan Submission Attachment I-14 of 39

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2021-22 CDE Local Plan Submission Attachment I-15 of 39

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Attachment I

2021–22 CDE Local Plan Submission Attachment I-16 of 39

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2021-22 CDE Local Plan Submission Attachment I-17 of 39

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2021–22 CDE Local Plan Submission Attachment I-18 of 39

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2021-22 CDE Local Plan Submission Attachment I-19 of 39

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2021–22 CDE Local Plan Submission Attachment I-20 of 39

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2021-22 CDE Local Plan Submission Attachment I-21 of 39

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2021–22 CDE Local Plan Submission

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2021-22 CDE Local Plan Submission

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2021–22 CDE Local Plan Submission Attachment I-27 of 39

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2021–22 CDE Local Plan Submission Attachment I-28 of 39

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2021–22 CDE Local Plan Submission Attachment I-30 of 39

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2021-22 CDE Local Plan Submission

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2021-22 CDE Local Plan Submission

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2021-22 CDE Local Plan Submission

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El Dorado County	(0901)		Fiscal Year:	2021–22
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2021–22 CDE Local Plan Submission Attachment I-34 of 39

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2021–22 CDE Local Plan Submission
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2021-22 CDE Local Plan Submission Attachment I-37 of 39

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2021–22 CDE Local Plan Submission Attachment I-38 of 39

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2021-22 CDE Local Plan Submission Attachment I-39 of 39

# Attachment II

SELPA: El Dorado County (0901)

Fiscal Year: 2021-22

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

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

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

2021–22 CDE Local Plan Submission Attachment II-1 of 3

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SELPA: El	Dorado County (0901)	Fiscal Year:	2021-22

# Attachment II--Projected Special Education Revenue by Local Educational Agency

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

List	LEA Official Name (District, Charter, COE, JPA, <i>and</i> 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	Black Oak Mine Unified SD	386,617			88,418		57,846	0	ON METHOD (MAIL ENGL) (MAIL ENGL) (MAIL ENGL) (MAIL ENGL) (MAIL ENGL)	532,881
2	Buckeye Union School District	1,542,280			332,613		217,234	0	and a second	2,092,127
3	Camino Union School District	122,478		and a through district to the time the strain of a data of two services and the services are the services and the services and the services are the services ar	30,889		20,210	0		173,577
4	El Dorado County Office of Ed	6,682,709		added all 49 all 40	2,220,308		10,167	0	OTT TO THE ANGEL AND THE AND THE ANGEL AND T	8,913,184
5	El Dorado Union High Schl Dist	2,514,757			717,040	The state of the s	310,523	250,389	1	3,792,709
6	Gold Oak Union School Dist	117,275			39,322		21,364	0		177,961
7	Gold Trail Union School Dist	163,387			52,559		29,956	0	ad histories of the contrast primary group upon pyrography ,	245,902
8	Indian Diggings School Dist	4,332			0		913	0		5,245

2021–22 CDE Local Plan Submission Attachment II-2 of 3

# Attachment II

SELPA: El Dorado County (0901)

Fiscal Year: 2021-22

List	LEA Official Name (District, Charter, COE, JPA, <i>and</i> 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	Latrobe School District	42,446			11,130	1000	8,770	0		62,346
10	Mother Lode Union School Dist	289,337			71,235		45,943	0	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	406,515
11	Pioneer Union School Dist	80,225			20,799	- Control of the Cont	15,712	0	MATERIAL STATE STATE STATE OF THE STATE ST	116,736
12	Placerville Union School Dist	433,145			97,599		60,083	0		590,827
13	Pollock Pines School District	153,304			55,975		28,653	0		237,932
14	Rescue Union School District	1,053,781			261,773		167,534	84,177		1,567,265
15	Silver Fork School District	6,229			0	2000	124	0	***************************************	6,353
	Totals:	13,592,301			3,999,661		995,032	334,566		18,921,560

2021–22 CDE Local Plan Submission Attachment II-3 of 3

# Attachment III

SELPA: El Dorado County (0901) 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, <i>and</i> 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	Black Oak Mine Unified SD	487,857	369,176	383,567	7,611	581,582		265,575	2,095,368
2	Buckeye Union School District	1,920,836	1,596,532	955,342	and the second of the second o				4,472,710
3	Camino Union School District	186,439	80,110	152,317		179,952		124,648	723,466
4	El Dorado County Office of Ed	675,749	750,266	5,174,546	632,313	1,554,122	0	311,698	9,098,694
5	El Dorado Union High Schl Dist	3,503,410	2,003,047	2,496,591	77,318	4,149,924		365,030	12,595,320
6	Gold Oak Union School Dist	191,837	81,568	108,885	6,395	79,587		49,237	517,509
7	Gold Trail Union School Dist	145,503	282,296	213,893	3,808	37,560	ton 10 has 70 more as on takeh on anyone	27,698	710,758
8	Indian Diggings School Dist								
9	Latrobe School District	85,321		35,831		59,585		6,441	187,179

2021–22 CDE Local Plan Submission Attachment III-1 of 2

# Attachment III

SELPA: El Dorado County (0901)

Fiscal Year: 2021–22

	LEA Official Name	1000	2000	3000	4000	5000	6000	7000	THE PERSON NAMED OF A PERSON OF THE PERSON NAMED
List	LEA Official Name (District, Charter, COE, JPA, <i>and</i> SELPA)	Certificated Salaries	Classified Salaries	Employee Benefits	Supplies	Services and Operations	Capital Outlay	Other Outgo and Financing	Subtotal
10	Mother Lode Union School Dist	505,102	231,834	397,213	15,400	370,455		269,986	1,789,989
11	Pioneer Union School Dist	58,712	56,300	44,631	1,935	107,052		45,853	314,483
12	Placerville Union School Dist	432,841	85,443	230,615	15,285	339,883		267,336	1,371,404
13	Pollock Pines School District	341,459	135,803	188,422	5,000	195,567		147,688	1,013,939
14	Rescue Union School District	1,498,344	1,264,484	1,056,348	32,372	554,713		638,486	5,044,747
15	Silver Fork School District		Common across			3,062			3,062
	Totals:	10,033,410	6,936,860	11,438,203	797,437	8,213,044	(	2,519,676	39,938,629

2021–22 CDE Local Plan Submission Attachment III-2 of 2

# Attachment IV

SELPA: El Dorado County (0901)

Fiscal Year: 2021–22

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

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

List	LEA Official Name (District, Charter, COE, JPA, a <i>nd</i> SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
1	Black Oak Mine Unified SD	88,418	2.04%	444,463	3.05%	1,562,487	532,881
2	Buckeye Union School District	332,613	7.67%	1,759,514	12.06%	2,380,583	2,092,127
3	Camino Union School District	30,889	0.71%	142,688	0.98%	549,889	173,577
4	El Dorado County Office of Ed	2,220,308	51.23%	6,692,876	45.88%	185,510	8,913,184
5	El Dorado Union High Schl Dist	967,429	22.32%	2,825,280	19.37%	8,802,611	3,792,709
6	Gold Oak Union School Dist	39,322	0.91%	138,639	0.95%	339,548	177,961
7	Gold Trail Union School Dist	52,559	1,21%	193,343	1,33%	464,856	245,902
8	Indian Diggings School Dist	0	0.00%	5,245	0.04%	0	5,245
9	Latrobe School District	11,130	0,26%	51,216	0.35%	124,833	62,346

2021–22 CDE Local Plan Submission Attachment IV-1 of 2

#### Attachment IV

SELPA: El Dorado County (0901)

Fiscal Year: 2021–22

List	LEA Official Name (District, Charter, COE, JPA, <i>and</i> SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
10	Mother Lode Union School Dist	71,235	1.64%	335,280	2.30%	1,383,474	406,515
11	Pioneer Union School Dist	20,799	0.48%	95,937	0.66%	197,747	116,736
12	Placerville Union School Dist	97,599	2.25%	493,228	3.38%	780,577	590,827
13	Pollock Pines School District	55,975	1.29%	181,957	1.25%	776,007	237,932
14	Rescue Union School District	345,950	7.98%	1,221,315	8.37%	3,477,482	1,567,265
15	Silver Fork School District	0	0.00%	6,353	0.04%	0	6,353
	Totals:	4,334,227	100.00%	14,587,333	100,00%	21,025,605	18,921,560

2021–22 CDE Local Plan Submission Attachment IV-2 of 2

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SELPA:	El Dorado County (0901)	Fiscal Year:	2021–22

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

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

List	LEA Official Name (District, Charter, COE, JPA, <i>and</i> SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
1	Black Oak Mine Unified SD		
2	Buckeye Union School District	267,690	
3	Camino Union School District		13,000
4	El Dorado County Office of Ed	46,690	5,097,400
5	El Dorado Union High Schl Dist	133,670	216,294
6	Gold Oak Union School Dist		
7	Gold Trail Union School Dist		
8	Indian Diggings School Dist		
9	Latrobe School District		

2021–22 CDE Local Plan Submission Attachment V-1 of 2

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#### Attachment V

SELPA: El Dorado County (0901)

Fiscal Year: 2021–22

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	Mother Lode Union School Dist	6,500	19,500
11	Pioneer Union School Dist		32,500
12	Placerville Union School Dist	6,500	19,500
13	Pollock Pines School District		162,212
14	Rescue Union School District	232,770	610,760
15	Silver Fork School District		6,500
	Totals:	693,820	6,177,666

2021–22 CDE Local Plan Submission Attachment V-2 of 2

Atta	ch	me	nt	\/I

SELPA: El Dorado County (0901)

Fiscal Year: 2021–22

Attachme	nt VII		
SELPA:	El Dorado County (0901)	Fiscal Year:	2021–22

#### 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
	DATES Conductive STATE				The state of the s				

2021-22 CDE Local Plan Submission

Attachment VII-1 of 1

# Attachment VI-Specialized Academic instruction and Related Services

If code 900 is selected, the specific service must be defined in Local Plan Section E. Annual Service Plan Licensing, certificiate, and provide undiffications to provide each identified service must be in accordance with law. Attachment VI must be included with seach Local Plan Section E. Annual Service Plan submission to the California Department of Education (CDE).

DATE: 5/10/2021 FISCAL YEAR: 2021-22 SELPA NAME: El Dorado County SELPA (0901)

CDE Official														
		500	*			•								
Local Educational Agency Mame	School or Site Name	(XX-XXXX-XXXXXX)	(xxxx) 330 210 220	230 240 250 260	270 340 350 415	425 435 436 445	5 450 460 510	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
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Black Oak Mine Unified	COE Camerado Springs (Pre-School)		: ×		×		×					>		
Black Oak Mine Unified	COE Camino 2	09-73783-0000000	×		×	×								
Black Oak Mine Unified	COE El Dorado High	09-73783-0000000	×			:	×						> >	
Black Oak Mine Unified	COE Gold Trail 1	09-73783-0000000	×		×			×					<	
Black Oak Mine Unified	COE Gold Trail 2	09-73783-0000000	×		×		: ×	· ×						
Black Oak Mine Unified	COE Infant Development Program	09-73783-0000000	×	×										
Black Oak Mine Unified	COE Markham	09-73783-0000000			×	×	×							
Black Oak Mine Unified	COE Schnell (Louisana) Elementary	09-73783-0000000	×		: ×		: ×							
Black Oak Mine Unified	COE Tunnel Street	09-73783-0000000	×		×		×						>	
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Black Oak Mine Unified	Gold Trail Elementary	09-73783-0000000	×											
Black Oak Mine Unified	Golden Sierra Junior Senior High	09-73783-0000000	×		×	×	×	×		×	×	×	× ×	
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Black Oak Mine Unified	Marina Village Middle School	09-73783-0000000	×											
Black Oak Mine Unified	Northside School	09-73783-0000000	×			×	×	×			×	×		
Black Oak Mine Unified	NPS Day: Placer Leaming Center (Bla 09-73783-0000000	109-73783-0000000	×		×		×							
Black Oak Mine Unified	NPS Day: Point Quest Education - El [ 09-73783-000000	000-73783-0000000	×		×		×	×	×				×	
Black Oak Mine Unified	Otter Creek Elementary	09-73783-0000000			×									
Black Oak Mine United	Ponderosa High	09-73783-0000000	×					×					×	
Buckeye Union Elementary	Blue Oak Elementary	09-61838-0000000	<b>×</b> :		×	×	× × ×		×	×		×		
Buckeye Union Elementary	Brooks (William) Elementary	09-61838-0000000	×			×	×				×	~		
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Buckeye Union Elementary	COE Child Development Center		: ×		×					<	•	,		
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2021-22 CDE Local Plan Submission

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Buckeye Union Elementary	Green Valley State Preschool	09-61838-000000	•			×											
Buckeye Union Elementary	Holy Trinity School ISP ONLY (Buckey 09-61838-000000	09-61838-0000000				×											
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2021-22 CDE Local Plan Submission

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	CDE Official	Local Educational Agency Name	Pione er Union Elementary	Pioneer Union Elementary	Pioneer Union Elementary	Pioneel Onion Elementary Pioneer Union Elementary	Pioneer Union Elementary	Pioneer Union Elementary	Placerville Union Elementary	Placerville Union Elementary	Placerville Union Elementary	Placerville Union Elementary	Place ville Union Elementary	Placerville Union Elementary	Placerville Union Elementary	Place wille Union Elementary	Placerville Union Elementary	Placerville Union Efementary	Place Wille Union Elementary	Placerville Union Elementary	Placerville Union Elementary	Place wille Union Elementary	Placerville Union Elementary	Placerville Union Elementary	Place wille Union Elementary	Placewille Union Elementary	Place ville Union Efementary	Placerville Union Efementary	Placerville Union Elementary	Place ville Union Elementary	Pollock Pines Elementary	Pollock Pines Elementary	Poliock Pines Elementary	Pollock Pines Elementary	Pollock Pines Elementary	Pollock Pines Elementary	Pollock Pines Elementary	Pollock Pines Elementary	Pollock Pines Elementary	Pollock Pines Elementary	Pollock Pines Elementary	Pollock Pines Elementary	Pollock Pines Elementary	Rescue Union Elementary Rescue Union Elementary	Rescue Union Elementary	Rescue Union Elementary	Rescue Union Elementary	Rescue Union Elementary	

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		rict	Charter	Special Education Service	8										
		School	Number										:		
Local Educational Agency Name	School or Site Name	(XXXX)	(XXXX)	330 210 220 230 240	250 260 270	340 350 415 425	435 436 445 450	460 510 515	520 525 530 5:	535 540 545 610 710	715 720	725 730 735	740 745 750 755	760 870 830 A40	850 855 850 855 870 890 900
Rescue Union Elementary	COE Camino 2	09-61978-0000000		×		×	×	×					<b>×</b>		
Rescue Union Elementary	COE Child Development Center	09-61978-0000000		×		×	: ×	:					<		
Rescue Union Elementary	COE Gold Trail 1	09-61978-0000000		×			×								
Rescue Union Elementary	COE Gold Trail 2	09-61978-0000000		×		×	×	: ×							
Rescue Union Elementary	COE Infant Development Program	09-61978-0000000		×	×		×		×		×				
Rescue Union Elementary	COE Jackson	09-61978-0000000				× ×	×	×	•		· ·	×	×		
Rescue Union Elementary	COE Lakeview 1	09-61978-0000000		×			: ×								
Rescue Union Elementary	COE Lakeview 2	09-61978-0000000		×			: ×		×						
Rescue Union Elementary	COE Preschool Assessment	09-61978-0000000					: ×		(						
Rescue Union Elementary	COE Rescue 1	09-61978-0000000		×		: ×	: ×								
Rescue Union Elementary	COE Rescue 2	09-61978-0000000		×		: ×	×	×							
Rescue Union Elementary	COE Rolling Hills	09-61978-0000000		×		×	×								
Rescue Union Elementary	COE Silva Valley	09-61978-0000000		×		×	×	×							
Rescue Union Elementary	Green Valley Elementary	09-61978-0000000		×		×	×	×	×		×	×			
Rescue Union Elementary	Green Valley State Preschool	09-61978-0000000				×									
Rescue Union Elementary	Jackson Elementary	09-61978-0000000		×		×	×	×			v		×		
Rescue Union Elementary	Jackson State Preschool	09-61978-0000000					×								
Rescue Union Elementary	Lake Forest Elementary	09-61978-0000000		×			×		×		v				
Rescue Union Elementary	Lakeview Elementary	09-61978-0000000		×		×	×	×				×			
Rescue Union Elementary	Marina Village Middle School	09-61978-0000000		×	^		×		×		×				
Rescue Union Elementary	NPS Day: Placer Leaming Center (Re: 09-61978-0000000	:09-61978-0000000		×		×	×	×	×				×		
Rescue Union Elementary	NPS Day: Point Quest Education - El I 09-61978-000000	09-61978-0000000		×		×	×	×							
Rescue Union Elementary	NPS Residential: Devereux Texas Tre: 09-61978-000000	:09-61978-0000000		×			×	×	×	×					
Rescue Union Elementary	Pleasant Grove Middle School	09-61978-0000000		×	^		×		×		v		×	×	
Rescue Union Elementary	Rescue Elementary	09-61978-0000000		×		×	×			×			: ×		
Rescue Union Elementary	Rescue Head Start or State Preschool 09-61978-0000000	09-61978-0000000				×									
Rescue Union Elementary		09-61978-0000000				×									
Silver Fork Elementary	Camino Elementary	09-61986-0000000		×		×	×								
Silver Fork Elementary	Silver Fork Elementary	09-61986-0000000		×		×									
Placerville Union Elementary	NPS Day: Anova Center of Education	09-61952-0000000		×		×	×	×							
i															

2021-22 CDE Local Plan Submission

**BOARD POLICY 26** 

PROGRAMAppendix B - SE	<b>ELPA Transfer F</b>	olicy———
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# PROGRAM TRANSFER POLICY

According to Education Code Section 56207, special education programs may be transferred from a county office of education to school districts, from school districts to the county superintendent of schools, and from one district to another. For the purpose of this policy, programs may also be transferred to charter schools that have been granted LEA status.

A program transfer occurs when the proposed change involves a change in the LEA of services and involves the movement of funding locally from one service provider (LEA) to another. A program transfer is defined as either or both of the following:

- A change in the entity responsible for the operation of a regional program.
- An LEA developing program(s) in the district to deliver services for a group of students in place of an existing regional program.

The Education Code and this policy require that the LEA accepting responsibility for a program (receiving LEA) retain employment of the LEA (sending LEA) employees originally providing the transferred service as detailed in the Detailed Plan for Special Education Program Transfers developed by the LEAs involved. (See Cal. Educ. Code §§ 44903.7; 45120.2; 56207.)

#### **Transfer Guidelines**

Prior to transferring special education programs from one LEA to another, the sending and receiving LEAs will develop a plan to transfer the program- (the "Detailed Plan for Special Education Program Transfers"). The plan will address all of the following:

- Pupil needs;
- 2. The availability of a full continuum of services to affected pupils;
- The functional continuation of the current IEPs of all affected pupils;
- 4. The provision of services in the least restrictive environment from which affected pupils can benefit;
- The maintenance of all appropriate services;
- 6. The assurance that there will be compliance with all federal and state laws and regulations and special education local plan area policies; and
- 7. The means through which parents and staff were informed and involved during the planning process.

#### **Timelines**

Transferring a special education program requires adequate notice to ensure that students have uninterrupted access to programs and services as required by their educational programs. Program transfers require a three-year process:

**BOARD POLICY 26** 

- Year One Notification
- Year Two Preparation
- Year Three Implementation

#### YEAR ONE - NOTIFICATION:

Prior to March 30February 1, the LEA initiating the transfer request shall submit in writing to the SELPA notice of intent to transfer a special education program. The SELPA will confirm receipt of the notification and will ensure that notify the Executive Committee and SELPA Superintendents' Council-are aware of the proposed transfer.

#### YEAR TWO - PREPARATION:

The program transfer process requires the transference of the operation of a program from one LEA to another. Both the receiving and sending LEAs are required to complete and sign a Notice of Intent to Transfer Special Education Programs form. When the initiating LEA intends to receive a special education program, the initiating LEA shall identify an LEA to send the program. Conversely, when the initiating LEA intends to send the program, the LEA shall identify an LEA that agrees to receive the program. The Notice of Intent to Transfer Special Education Programs form shall be completed and submitted to the SELPA no later than September 30.

Both the sending and receiving LEAs shall submit a signed Program Transfer Assurances Form and a Detailed Plan for Special Education Program Transfers to the SELPA prior to November 30, addressing all of the required program transfer plan components set forth in section 56207 of the California Education Code-, this policy, employment responsibilities, and any other elements necessary to ensure the consistent provision of services.

SELPA administration will review the plan and certify that it contains all required elements. Once the plan has been reviewed and certified by the SELPA, it will be added to the Executive Committee and SELPA Superintendents' Council agendas as an information item.

Any revisions to the plan shall be submitted no later than February 1. Once received, changes will be reviewed and recertified by SELPA administration and may be presented to superintendents.

#### YEAR THREE - IMPLEMENTATION:

The receiving LEA officially assumes operation of the program as of July 1.

# **Waiver Provisions**

The Superintendents' Council has the authority to waive the required timelines for the implementation of the program transfer pursuant to Section 56207(b) of the California Education Code. A request for a waiver of the timeline shall be submitted to the SELPA office and the sending LEA no later than February 1st1 and requires unanimous approval from the Council.

**BOARD POLICY 26** 

# **Funding**

Funding for the program throughout the transfer process aligns with the approved Allocation Plan.

# **LEA Responsibilities When Operating Programs**

The SELPA assures services to-special students by offering centralized and regionalized programs and services provided by member LEAs. When a program transfer is proposed for regional programs and services, the receiving LEA will guarantee the continuation and/or provision of services to students that may reside outside the LEA's attendance area. Requests to relinquish programs must be submitted in writing to the SELPA office. The SELPA administrator will forward requests to the Executive Committee and SELPA Superintendents' Council for consideration. Until another LEA agrees to operate the program and transfer procedure has been completed, the services, it will remain the responsibility of the current LEA. Any action to transfer the program and services will follow the procedures and timelines outlined in this policy.

# Program/Service Standards

When transferring a regional program, the receiving LEA agrees to maintain the standard of program and/or service delivery provided by the sending LEA unless they receive approval to change the nature of

the program approved by the SELPA Superintendents' Council. LEAs may only change the nature of the program if they can continue to implement the IEPs of the students affected by the program transfer. The receiving LEA agrees to operate the program and services for at least three years unless otherwise agreed to by the SELPA Superintendents' Council.

#### Personnel Considerations

The following personnel factors need to be considered and addressed in the program transfer plan: rights of certificated personnel, classified personnel qualifications, medical benefits, collective bargaining agreements, and transfer of personnel files.

The Education Code sections governing transfers (See Ed. Code §§ 44903.7 and 45120.2) do not distinguish between employees based on the type of credentials they possess. It is evident that the general intent of the relevant sections is to try to maintain an employee's status at the same or similar level, despite the transfer to another employer. Therefore, for those employees who are properly considered a "certificated" employee, the sections appear to equally apply regardless of the type of credential the employee possesses.

#### **Facilities**

**BOARD POLICY 26** 

Transfer of facilities, when appropriate, will be negotiated on a case-by-case basis by the sending and receiving LEAs. Whenever a program is transferred from one LEA to another, the receiving LEA assumes responsibility for the facilities (i.e., portable classrooms, etc.) currently occupied by the program when owned by the receiving LEA.

# Materials and Equipment

Unless otherwise agreed upon, materials and equipment purchased with special education funds by the sending LEA for the program being transferred will be transferred with the program and become the property of the receiving LEA. Transfer of materials and equipment will be negotiated on a case-by-case basis by the sending and receiving LEAs. There is an understanding that LEAs have made significant local contributions to the operations of special education programs. Therefore, it is difficult to determine whether special education funds have in fact, been used to purchase any specific materials and equipment. In considering what materials and equipment are to be transferred with the program, the sending LEA shall consider the underlying principles of fairness, equitable distribution of all materials and equipment that have been routinely utilized by the transferred program, and the needs of the students continuing in the transferred program. Any material or equipment purchased with Low Incidence funds is the property of the California Department of Education and will remain with the student.

#### Student Records

When the transfer of a program has received final approval, the sending and receiving LEAs will develop a plan for the transfer of all student records to the receiving LEA.

# **Special Considerations**

The SELPA may consider any other factors, which are deemed relevant to the proposed program transfer, such as LEA identification rates, impact on transportation, etc. The primary consideration, however, must be to provide service to all identified students within the SELPA by qualified personnel under IDEA and Every Student Succeeds Act (ESSA).

# Disputes

Whenever there is a dispute within the SELPA over the transfer of special education programs as described above, the involved agencies will follow the dispute resolution procedures described in the governance section of the Local Plan.

# Appeal to CDE to Resolve Questions on Program Transfers

Because of ambiguities in the definition of a program transfer, CDE will allow any LEA or parent to request, in writing, for the Department to undertake a determination whether a proposed change constitutes a program transfer. All requests should be signed by the LEA or parent, and a copy should be forwarded to a SELPA Administrator. The Department will make a determination within 60 days and issue a public opinion in writing to the relevant LEA(s) and SELPA.

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**BOARD POLICY 26** 

Legal References:	
EDUCATION CODE	
Section 56207; Section 56207(b); §§ 44903.7 and 45120.2	

SELPA Superintendents' Council Meeting 6-3-21 Attachment 5a

El-Dorado-County	Special Education Local Plan Area
	BOARD POLICY 26
	Adopted by SELPA Superintendents' Council 9-7-17
	Revised by SELPA Superintendents' Council 6-7-18
Revised:	

# **SELPA Transfer Policy**

#### PROGRAM TRANSFER POLICY

According to Education Code Section 56207, special education programs may be transferred from a county office of education to school districts, from school districts to the county superintendent of schools, and from one district to another. For the purpose of this policy, programs may also be transferred to charter schools that have been granted LEA status.

A program transfer occurs when the proposed change involves a change in the LEA of services and involves the movement of funding locally from one service provider (LEA) to another. A program transfer is defined as either or both of the following:

- A change in the entity responsible for the operation of a regional program.
- An LEA developing program(s) in the district to deliver services for a group of students in place of an existing regional program.

The Education Code and this policy require that the LEA accepting responsibility for a program (receiving LEA) retain employment of the LEA (sending LEA) employees originally providing the transferred service as detailed in the Detailed Plan for Special Education Program Transfers developed by the LEAs involved. (See Cal. Educ. Code §§ 44903.7; 45120.2; 56207.)

# **Transfer Guidelines**

Prior to transferring special education programs from one LEA to another, the sending and receiving LEAs will develop a plan to transfer the program (the "Detailed Plan for Special Education Program Transfers"). The plan will address all of the following:

- 1. Pupil needs;
- 2. The availability of a full continuum of services to affected pupils;
- 3. The functional continuation of the current IEPs of all affected pupils;
- 4. The provision of services in the least restrictive environment from which affected pupils can benefit;
- 5. The maintenance of all appropriate services;
- 6. The assurance that there will be compliance with all federal and state laws and regulations and special education local plan area policies; and
- 7. The means through which parents and staff were informed and involved during the planning process.

# **Timelines**

Transferring a special education program requires adequate notice to ensure that students have uninterrupted access to programs and services as required by their educational programs. Program transfers require a three-year process:

- Year One Notification
- Year Two Preparation
- Year Three Implementation

#### YEAR ONE - NOTIFICATION:

Prior to February 1, the LEA initiating the transfer request shall submit in writing to the SELPA notice of intent to transfer a special education program. The SELPA will confirm receipt of the notification and will notify the Executive Committee and SELPA Superintendents' Council of the proposed transfer.

#### YEAR TWO - PREPARATION:

The program transfer process requires the transference of the operation of a program from one LEA to another. Both the receiving and sending LEAs are required to complete and sign a Notice of Intent to Transfer Special Education Programs form. When the initiating LEA intends to receive a special education program, the initiating LEA shall identify an LEA to send the program. Conversely, when the initiating LEA intends to send the program, the LEA shall identify an LEA that agrees to receive the program. The Notice of Intent to Transfer Special Education Programs form shall be completed and submitted to the SELPA no later than September 30.

Both the sending and receiving LEAs shall submit a signed Program Transfer Assurances Form and a Detailed Plan for Special Education Program Transfers to the SELPA prior to November 30, addressing all of the required program transfer plan components set forth in section 56207 of the California Education Code, this policy, employment responsibilities, and any other elements necessary to ensure the consistent provision of services.

SELPA administration will review the plan and certify that it contains all required elements. Once the plan has been reviewed and certified by the SELPA, it will be added to the Executive Committee and SELPA Superintendents' Council agendas as an information item.

Any revisions to the plan shall be submitted no later than February 1. Once received, changes will be reviewed and recertified by SELPA administration and may be presented to superintendents.

#### YEAR THREE - IMPLEMENTATION:

The receiving LEA officially assumes operation of the program as of July 1.

# **Waiver Provisions**

The Superintendents' Council has the authority to waive the required timelines for the implementation of the program transfer pursuant to Section 56207(b) of the California Education Code. A request for a waiver of the timeline shall be submitted to the SELPA office and the sending LEA no later than February 1 and requires unanimous approval from the Council.

# **Funding**

Funding for the program throughout the transfer process aligns with the approved Allocation Plan.

# **LEA Responsibilities When Operating Programs**

The SELPA assures services to students by offering centralized and regionalized programs and services provided by member LEAs. When a program transfer is proposed for regional programs and services, the receiving LEA will guarantee the continuation and/or provision of services to students that may reside outside the LEA's attendance area. Requests to relinquish programs must be submitted in writing to the SELPA office. The SELPA administrator will forward requests to the Executive Committee and SELPA Superintendents' Council for consideration. Until the transfer procedure has been completed, the services will remain the responsibility of the current LEA. Any action to transfer the program and services will follow the procedures and timelines outlined in this policy.

# **Program/Service Standards**

When transferring a regional program, the receiving LEA agrees to maintain the program and/or service delivery provided by the sending LEA unless approved by the SELPA Superintendents' Council. LEAs may only change the nature of the program if they can continue to implement the IEPs of the students affected by the program transfer. The receiving LEA agrees to operate the program and services for at least three years unless otherwise agreed to by the SELPA Superintendents' Council.

# **Personnel Considerations**

The following personnel factors need to be considered and addressed in the program transfer plan: rights of certificated personnel, classified personnel qualifications, medical benefits, collective bargaining agreements, and transfer of personnel files.

# **Facilities**

Transfer of facilities, when appropriate, will be negotiated on a case-by-case basis by the sending and receiving LEAs. Whenever a program is transferred from one LEA to another, the receiving LEA assumes responsibility for the facilities (i.e., portable classrooms, etc.) currently occupied by the program when owned by the receiving LEA.

# Materials and Equipment

Transfer of materials and equipment will be negotiated on a case-by-case basis by the sending and receiving LEAs. There is an understanding that LEAs have made significant local contributions to the operations of special education programs. Therefore, it is difficult to determine whether special education funds have in fact, been used to purchase any specific materials and equipment. In considering what materials and equipment are to be transferred with the program, the sending LEA shall consider the underlying principles of fairness, equitable distribution of all materials and equipment that have been routinely utilized by the transferred program, and the needs of the students continuing in the transferred program. Any material or equipment purchased with Low Incidence funds is the property of the California Department of Education and will remain with the student.

# **Student Records**

When the transfer of a program has received final approval, the sending and receiving LEAs will develop a plan for the transfer of all student records to the receiving LEA.

# **Special Considerations**

The SELPA may consider any other factors, which are deemed relevant to the proposed program transfer, such as LEA identification rates, impact on transportation, etc. The primary consideration, however, must be to provide service to all identified students within the SELPA by qualified personnel under IDEA and Every Student Succeeds Act (ESSA).

# **Disputes**

Whenever there is a dispute within the SELPA over the transfer of special education programs as described above, the involved agencies will follow the dispute resolution procedures described in the governance section of the Local Plan.

# Appeal to CDE to Resolve Questions on Program Transfers

Because of ambiguities in the definition of a program transfer, CDE will allow any LEA or parent to request, in writing, for the Department to undertake a determination whether a proposed change constitutes a program transfer. All requests should be signed by the LEA or parent, and a copy should be forwarded to a SELPA Administrator. The Department will make a determination within 60 days and issue a public opinion in writing to the relevant LEA(s) and SELPA.

Revised:		



# SELPA Superintendents' Council Meeting/6-3-21 Attachment 6 – Low Incidence

# **Low Incidence Materials Funding**

#### Issue

The Low Incidence materials and equipment reserve is projected to drop below \$10,000 by the end of 2020-21. Therefore, the SELPA Superintendents' Council must take action to establish an ongoing funding source or discontinue LI materials and equipment reimbursement.

#### **Background**

In June 2016, the SELPA Superintendents' Council decided to direct the annual LI revenue to offset the cost of LI services in regional programs (DHH, VI, OI teachers). This offset reduces the amount of AB 602 base funding allocated to regional programs and in turn increases the districts' allocation by the corresponding amount.

A further decision was made to utilize the LI reserve to reimburse costs associated with the LI materials and equipment. The following parameters were put in place for the materials/equipment reserve:

- a. A minimum claim amount of \$2,000.
- b. 50% reimbursement criteria.
- c. When the materials and equipment reserve drops below \$10,000, SELPA Superintendents' Council will take action to establish an ongoing funding source in order to continue the pool or discontinue LI materials and equipment reimbursement.

#### Recommendation

The recommendation of SELPA administration is that Superintendents temporarily allow Low Incidence materials and equipment claims to be reimbursed from the Shared Risk Pool under the current parameters for low incidence claims. A recommendation for a long-term solution will be brought to the Executive Committee and SELPA Superintendents' Council at the regularly scheduled meetings in fall 2021.



# SELPA Superintendents' Council Meeting – 6-3-21 Attachment 8a – List of Districts Requesting Program Transfers

# **Program Transfer Requests**

The following districts have submitted their notice of intent to transfer Speech and Language programs from the El Dorado County Office of Education to their own district beginning July 1, 2022 of the 2022-23 school year:

School District	Date Notice Received by EDCOE
Black Oak Mine Unified School District	March 24, 2021
Buckeye School District	March 24, 2021
El Dorado Union High School District	March 31, 2021
Latrobe School District	March 16, 2021
Mother Lode School District	March 16, 2021
Placerville School District	March 24, 2021
Rescue School District	March 3, 2021



# **PROGRAM TRANSFER ASSURANCES**

In ac	cordance with E. C. Section 56207(a)(6), t	he	[sending LEA] and
	[receiving	LEA] certify that they	will comply with all applicable
requir	ements of federal and state laws and regu	ulations and special e	ducation local plan area policies
includ	ing, but not limited to, compliance with tl	he Individuals with Di	sabilities Education Act, Section
504 of	Public Law, and the provisions of the Cal	ifornia Education Cod	e, Part 30, specifically:
>	Section 56207(a) – develop a detailed pr	rogram transfer plan	
>	Section 56207(a)(1) and (3) – pupil need	ls and the continuatio	n of the current IEP for all
	affected students		
>	Section 56207(a)(2) and (4) – availability	of the full continuum	of program placements and
	services in the least restrictive environm	nent for all affected st	udents
>	Section 56207(a)(5) – maintenance of al	ll appropriate support	services to include qualified
	support staff and administrative support	t	
>	Section 56207(a)(7) – involvement and r	representation of pare	ents of all affected students and
	staff (e.g., special and non-special educa	ation teachers, itinera	nt specialists, administrators,
	and classified) in the planning process		
>	Section 44903.7 – certificated employee	e rights	
>	Section 45120.2 – classified employee ri	ights	
>	Section 56822 – transfer of equipment		
>	Section 56207(c) – & Section 56205(b)(5	5) – resolving disagree	ments related to program
	transfers		
Attach	ned is the required <b>Detailed Plan for Spec</b>	ial Education Prograr	n Transfers that delineates how
the LE	A has or will fulfill these obligations.		
Superi	intendent From Sending LEA	Superintendent F	rom Receiving LEA
Signat	ure	Signature	

Date

Date



# **Template for the Detailed Plan for Special Education Program Transfers**

This required Detailed Plan for Special Education Program Transfers complies with Section 56207(a) and other procedural safeguards. In addition, the Program Transfer Assurances document is attached and is made a part of the Detailed Plan for Special Education Program Transfers.

1. Section 56207(a) (1) and (3) – pupil needs and the continuation of the current individualized education program (IEP) for all affected students.

# (a) <u>Direct Instruction</u>

Sample Language:

The students will continue to receive all services as required in their current Individualized Education Programs (IEPs) in the least restrictive environment. New IEPs will be held as needed.

# (b) Related Services and Equipment

Sample Language:

The students will continue to be provided all required appropriate supports, including related services, pursuant to their IEPs. All required related services will be provided by qualified support staff with the appropriate training and administrative support. The LEA plans to provide the following required related services as set forth in student IEPs: speech and language; counseling and guidance; adapted physical education; health and nursing services; and transition services. The LEA will provide other related services when the needs of students so dictate the need for additional supports.

Regarding equipment, the low incidence equipment will follow the student. The current regionalized service provider will conduct an inventory of current equipment to determine which equipment will stay with the transferring students/program. The receiving LEA has built funds into the budget to purchase required equipment.



# (c) Facilities

Sample Language:

Outlined below is a list of facilities by school available to meet the needs of the students involved in the program transfer.

SCHOOL SITE	AVAILABLE FACILITY	COMMENTS

# (d) Services from Non-Educational Agencies

Sample Language:

Interagency agreements with CCS and other non-educational agencies are coordinated by the SELPA. The program transfers will not affect the involvement of these non-educational agencies.

- 2. Section 56207(a)(2),(4) the availability of the full continuum of program services for all affected students and the provision of services in the least restrictive environment from which pupils can benefit.
  - (a) <u>Contingency plans for providing services other than those called for in the IEPs</u>

    Sample Language:

The LEA may continue to contract with another LEA for special education programs and/or specialized services. The proposed program transfers do not include all the regionalized services, and the current provider will continue to operate these classes. Also, no changes in nonpublic school placements and/or nonpublic agency services are proposed. (*This may be adjusted if the NPA was currently providing SLP services*). As set forth in the Annual Service Plan, a full continuum of services is available to all students, including those affected by this transfer.



The opportunities for participation in general education classes and curriculum will be enhanced and more accessible. There will be more opportunities for mainstreaming as the local schools will have ownership of these programs. The LEA is committed to implementing collaborative programs between general and special education (e.g., Learning Centers, Individual and Small Group Instruction, etc.). In this manner, all students are assured that services are provided in the least restrictive environment.

# (b) If program transfer involves students with low-incidence disabilities, the

# following will occur:

Sample Language:

Existing equipment and materials/supplies purchased with low incidence dollars will follow the child. Low incidence students will receive services pursuant to their IEPs.

# 3. Section 56207(a) (5) – The maintenance of all appropriate support services.

#### (a) Number (FTEs), Qualifications, and Experience of Support Staff

Sample Language:

All education codes related to employee rights will be followed in cooperation with the current service provider and the receiving LEA. Those positions not filled by existing staff will be filled by qualified LEA-employed staff. The LEA will make every effort in recruiting to fill these positions with qualified staff. The receiving LEA and the current service provider have agreed that \_\_ FTE will be transferred, effective 20\_\_-\_ fiscal year.

As set forth in E.C. 44903.7, the receiving LEA anticipates offering the following \_\_\_ FTE positions in the following configuration: (Example: if 4 FTE positions were being offered in total, the LEA may indicate that they are anticipating establishing 3 positions that are 1.0 FTE, and 2 positions that are .50FTE, OR the LEA may establish 3 positions that are 1.0 FTE and 3 positions to be filled with SLPAs, OR any other configuration established by the LEA.)

The following is a listing of the assigned employees that have been provided through the EDCOE and are affected by the transfer of the program. Employees have been listed in the



order in which positions will be offered, beginning with the employees to be offered the \_\_\_\_(example 1.0) FTE positions through the employees that will be offered the \_\_\_\_(example .50) FTE positions. The listing includes all certificated speech and language personnel that have been assigned to the LEA during the current fiscal year. The receiving LEA intends to proceed in offering the assigned employees positions in the order noted below, until such time as all positions are filled or all assigned employees have been offered positions commensurate or in excess of the FTE that they had previously been assigned to the LEA. (List of assigned employees affected by the transfer and in the order in which employees will be offered positions. The order should reflect employees with the greatest FTE assignments first, and in the case where there are multiple employees with the same FTE assignments, then seniority would govern the order listed).

NAME OF	CURRENT FTE	# OF YEARS	DISTRICT	COMMENTS
CERTIFICATED		SENIORITY	PROPOSED FTE	
		SENIONITI		
SLP			FOR OFFER OF	
			EMPLOYMENT	
1.				
2.				
3.				
4.				

	(b)	)	<u>Avail</u>	<u>ability</u>	of	other	supp	port	servi	ices
--	-----	---	--------------	----------------	----	-------	------	------	-------	------

Sample Language.		
Administrative support will include	FTE Special Education	(Position title) (will
be hired in the spring prior to the tr	ansfer of programs or that is	currently employed by
district) to ensure planni	ng, preparation, and a smooth	n program transition. A
FTE clerical (will be hired or is cu	irrently employed) as well.	

### (c) Qualifications of Classified Staff



4.

	ion 56207(a) (7) – the involvement and representation of parents of all affected stude in the planning process.  Involvement of Parents Sample Language:  Meetings with parents involved in the program transfer were held on the following the identified locations.  DATE OF MEETING  LOCATION OF MEETING				
taff	Involvement of Parents Sample Language: Meetings with parents involved in the program transfer were held on the following the identified locations.				
taff	Involvement of Parents Sample Language: Meetings with parents involved in the program transfer were held on the following the identified locations.				
taff	Involvement of Parents Sample Language: Meetings with parents involved in the program transfer were held on the following the identified locations.				
taff	Involvement of Parents  Sample Language:  Meetings with parents involved in the program transfer were held on the following				
taff	Involvement of Parents Sample Language:				
taff	in the planning process.  Involvement of Parents				
ecti	ion 56207(a) (7) – the involvement and representation of parents of all affected stud				
	information on accrued sick leave and seniority				
	associations: Personnel files for employees transferring from EDCOE to (District) will in				
	Employees of the(District) are represented by the following e				
	following medical benefits:(District) are represented by the following of				
	Employees that are transferring from EDCOE to (District) will be offer				
	Sample Language:				
d)	Other Personnel Issues				
	supervision of a qualified SLP.				
	services with FTE SLPAs. The receiving LEA will employ qualified staff working und				

# (b) <u>Involvement of Staff</u>

Sample Language:

Meetings were held on the following dates and for the identified personnel positions.



	DATE OF MEETING		PARTICIPANTS	
Approved and	Agreed by:			
Superintenden	t From Sending LEA	Superint	tendent From Receiving LEA	
Signature		Signatur	e	
Date		Date		

# **Speech Program Transfer Staffing Provisions**

The El Dorado County Office of Education is committed to working with interested districts to ensure an efficient and equitable transfer of staff that complies with the Education Code and SELPA Transfer Policy (see attached). The proposed program transfers involve some of EDCOE's most valuable services performed by highly-qualified and skilled employees. These employees are in a unique position to offer these services to an important student group and it is our collective goal to ensure that we retain these employees within El Dorado County.

Below please find recommendations and responses to employment questions related to the transfer of speech programs.

#### **Timelines**

# March 30, 2021

Prior to March 30, the LEA initiating the transfer shall submit a Notice of Intent to Transfer Special Education Programs in writing to the SELPA. The SELPA will confirm receipt and will notify the Executive Committee and SELPA Superintendents' Council of the proposed transfer.

## **April to June 2021**

EDCOE will work with the requesting district and impacted employee groups to coordinate the pending transfer.

# Recommended Procedures

# **Employment Offers**

The Education Code and SELPA policy require that the current EDCOE speech employee assigned to the district requesting the transfer be offered the position at the district. If the employee declines to take the position, the district is free to proceed with their recruitment and hiring procedure.

As an employer, it is the district's right to determine the Full Time Equivalent (FTE) each transferred position will serve for the district. For example, if the district currently utilizes EDCOE speech services with a .50 FTE, a .25 FTE, and a .25 FTE, the district has the total discretion to determine whether they will employ a 1.0 FTE when they transfer the program, or any fractional configuration. If the district elects to offer a 1.0 FTE instead

of the three part-time positions, the district would be required to offer the position first to the individual assigned the .50 FTE position. If that individual declines the offer, the district must then offer the position to the employee assigned a .25 FTE. In the case where there are two employees with .25 FTE assignments, the district must consider seniority in determining which employee to offer the position. If the employee offered the position also declines the offer, the district must proceed to the third employee assigned to the district. If that individual declines the position, the district is free to initiate a recruitment for a new applicant or make another arrangement.

# **Employee Salary Upon Transfer**

While the Education Code provides for a number of employee rights that must be maintained upon transfer, maintaining an employee's salary from the original employer to the district receiving the transfer does not appear to be explicitly required. However, in all instances of which EDCOE is aware regarding a special education program transfer, the employee's salary has been maintained at the same amount with the receiving district. Keeping the employee "whole" may have taken the form of a higher placement on the salary schedule, Y-rating, creation of a new salary schedule for the position, or other means of ensuring that the employee is not disadvantaged with the transfer. Moreover, districts should consider their ability to attract employees in a highly competitive market and their ability to provide students with consistent services before setting their own salary schedules. Therefore, EDCOE recommends that all districts initiating a program transfer collectively agree to maintain the transferred employee's current salary.

Benefits have been handled differently, where again there has been an effort to make the employee "whole," however, LEAs have not necessarily continued the exact same benefits. For example, if the original LEA had a particular benefit package with CVT and the receiving LEA had their benefits through another third-party provider, the receiving LEA did not change their benefits provider, and the employee was offered that package.

# Considerations for Collaboration and EDCOE's Proposed Resolutions

1. Are districts receiving a program required to honor the transferred employee's seniority?

Education Code section 44903.7(a)(1) provides that an employee retains their date of employment. Therefore, the district accepting responsibility for a transferred program is required to honor the transferred employee's seniority.

2. Which employee will receive a district employment offer if, at the time the transfer is initiated, the district is assigned more than one EDCOE employee serving less than a 1.0 FTE?

Most districts have been assigned an employee in an amount less than a full 1.0 FTE. As stated previously, Education Code requires that the employee assigned to the district be offered the position being transferred. The district has the right to determine the FTE of positions being transferred to the district. In the case where there are multiple employees assigned to the district, EDCOE requires that the employee with the greatest FTE assigned to the district be offered employment. Districts would be required to offer employment in the transferred program to employees from EDCOE until the FTE determined by the district was filled. In the event that openings still exist after assigned employees have been offered employment, the district is free to initiate open recruitment, contract with EDCOE to fill the FTE required, or make other arrangements for filling the vacancies that remain.

3. <u>If a district offers a 1.0 FTE position currently served by more than one person (e.g. 0.5 + 0.25 + 0.25) will the district be required to break the position into smaller FTEs to match existing the current assignments?</u>

No. As stated previously, the district has discretion to determine whether they will employ a 1.0 FTE or any fractional configuration when they transfer the program. If the district elects to offer a 1.0 FTE instead of part-time positions, the district would be required to offer the position first to the employee assigned the .50 FTE position. If that employee declines the offer, the district must then offer the position to the employee assigned a .25 FTE. In the case where there are two employees with .25 FTE assignments, the district must consider seniority in determining which employee would be offered the position. If the employee offered the position also declines the offer, the district would then need to proceed to the third employee that had been assigned to the district. If all employees decline the position, the district is free to initiate a recruitment for a new applicant or make another arrangement.

4. Would a district be required to make an offer to an employee assigned less than a full 1.0 FTE?

Yes. Using the procedure described above, the employee assigned the highest FTE would receive the first offer of employment with the district. If that employee declines the position being offered, the next employee with the highest FTE would need to receive an offer of employment, and so on, until the position(s) are filled, or all assigned employees have been offered positions within the transferred program.

5. Are there any alternative options available to a district that does not wish to offer employment to an EDCOE employee assigned to the district?

Interpretation of the relevant Education Code sections and research regarding program transfers around the state indicate that the district initiating the transfer is required to first offer the position to the EDCOE employee currently assigned to the district. As an alternative, the district may maintain the current program through EDCOE.

6. What is required if a district wishes to submit a Notice of Intent to Transfer Special Education Programs in March 2021 but wishes to start providing services in 2021-22?

Education Code section 56207 provides that the date on which the transfer will take effect may be no earlier than the first day of the second fiscal year beginning after the date on which the sending or receiving agency has informed the other agency. Additionally, the SELPA Transfer Policy provides for timely notification. However, SELPA policy could be revised, and with unanimous approval of the SELPA Superintendents' Council, including the sending and receiving LEAs, to allow a transfer to occur for the 2021-22 school year. This would also require the development and approval of a Transfer Plan (the "Detailed Plan for Special Education Program Transfers" as described in SELPA Policy) including all of the components required in Education Code section 56207 and SELPA Policy.

7. <u>If an EDCOE employee assigned to a district retires on or before June 2021, can a district initiating a transfer hire their own speech therapist to begin in 2021-22?</u>

EDCOE recommends that specific situations in which a district may propose an earlier effective date for the transfer first be discussed with the SELPA prior to proposal. As noted above, SELPA policy could be revised and with unanimous approval of the SELPA Superintendents' Council, which would include the sending and receiving LEAs. Therefore, a transfer could occur for the 2021-22 school year. This would also require the development and approval of a Transfer Plan ((the "Detailed Plan for Special Education Program Transfers" as described in SELPA Policy) including all of the components required in Education Code section 56207 and SELPA Policy.

8. <u>Are consultants (NPA Contractors) and/or retirees that are currently providing speech services through EDCOE, and assigned to districts, considered "employees"</u>

for purposes of Education Code Section 44903.7 and therefore subject to the requirement related to offering them employment with a transferred program?

No, neither consultants that are NPA Contractors nor retirees currently working for EDCOE and providing services to districts are considered employees for purposes of program transfer and therefore are not included in a requirement to offer them employment within a transferred program.

9. <u>If a district initiates a transfer is EDCOE required to initiate a layoff in order for the transfer process to begin?</u>

Generally, no. It does not appear that the Education Code requires that a layoff first be initiated prior to a transfer of special education programs.

10. May a district transfer part of the program to the district earlier than the second fiscal year after the request to transfer was submitted while part of the program remains with EDCOE until the second fiscal year? For example, can a district become responsible for part of the transferred program the fiscal year immediately succeeding the district's request while part of the program remains with EDCOE?

Education Code section 56207 requires unanimous consent to transfer a program prior to the first day of the second fiscal year after the request to transfer was submitted. Once consent is obtained it is possible that part of the program could be transferred to the district while part remains with EDCOE.

11. May a district transfer part of the program to the district while part of the program remains with EDCOE?

It is recommended that the district discuss their hiring plans with the SELPA when they submit their Notice of Intent to Transfer Special Education Programs so that options for a potential partial program transfer may be discussed. EDCOE may be in a position to provide any remaining FTE for services to the district after employment offers have been accepted.

12. If a district submits a letter of intent on March 30, 2021, to transfer speech programs could that letter be rescinded?

Yes. However, districts could not rescind a notice after September 1, 2021, as a Transfer Plan is required to be developed between EDCOE and the district initiating the transfer.

# Attachments

Appendix A Education Code

Appendix B SELPA Transfer Policy

Appendix C Summary 2020-21 Speech Staffing FTE Compared to 2019-20

Appendix D Detail Speech by the District of Assignment and COE Assignments

Appendix E Detail of Retiree/Consultant FTE in 2020-21



# Appendix A – Select Education Code Sections

#### EC 56207

- (a) No educational programs and services already in operation in school districts or a county office of education pursuant to Part 30 (commencing with Section 56000) shall be transferred to another school district or a county office of education or from a county office of education to a school district unless the special education local plan area has developed a plan for the transfer which addresses, at a minimum, all of the following:
- (1) Pupil needs.
- (2) The availability of the full continuum of services to affected pupils.
- (3) The functional continuation of the current individualized education programs of all affected pupils.
- (4) The provision of services in the least restrictive environment from which affected pupils can benefit.
- (5) The maintenance of all appropriate support services.
- (6) The assurance that there will be compliance with all federal and state laws and regulations and special education local plan area policies.
- (7) The means through which parents and staff were represented in the planning process.
- (b) The date on which the transfer will take effect may be no earlier than the first day of the second fiscal year beginning after the date on which the sending or receiving agency has informed the other agency and the governing body or individual identified in subparagraph (A) of paragraph (12) of subdivision (a) of Section 56205, unless the governing body or individual identified in subparagraph (A) of paragraph (12) of subdivision (a) of Section 56205 unanimously approves the transfer taking effect on the first day of the first fiscal year following that date.
- (c) If either the sending or receiving agency disagree with the proposed transfer, the matter shall be resolved by the alternative resolution process established pursuant to paragraph (5) of subdivision (b) of Section 56205.
- (d) Notwithstanding Section 56208, this section shall apply to all special education local plan areas commencing on July 1, 1998, whether or not a special education local plan area has submitted a revised local plan for approval or has an approved revised local plan pursuant to Section 56836.03.

#### EC 44903.7

When a local plan for the education of individuals with exceptional needs is developed or revised pursuant to Chapter 2.5 (commencing with Section 56195) of Part 30, the following provisions shall apply:

- (a) Whenever any certificated employee, who is performing service for one employer, is terminated, reassigned, or transferred, or becomes an employee of another employer because of the reorganization of special education programs pursuant to Chapter 797 of the Statutes of 1980, the employee shall be entitled to the following:
- (1) The employee shall retain the seniority date of his or her employment with the district or county office from which he or she was terminated, reassigned, or transferred, in accordance with Section 44847. In the case of termination, permanent employees shall retain the rights specified in Section 44956 or, in the case of probationary employees, Sections 44957 and 44958, with the district or county office initiating the termination pursuant to Section 44955.
- (2) The reassignment, transfer, or new employment caused by the reorganization of special education programs pursuant to Chapter 797 of the Statutes of 1980, shall not affect the

seniority or classification of certificated employees already attained in any school district that undergoes the reorganization. These employees shall have the same status with respect to their seniority or classification, with the new employer, including time served as probationary employees. The total number of years served as a certificated employee with the former district or county office shall be credited, year for year, for placement on the salary schedule of the new district or county office.

- (b) All certificated employees providing service to individuals with exceptional needs shall be employed by a county office of education or an individual school district. Special education local plan areas or responsible local agencies resulting from local plans for the education of individuals with exceptional needs formulated in accordance with Part 30 (commencing with Section 56000) shall not be considered employers of certificated personnel for purposes of this section.
- (c) Subsequent to the reassignment or transfer of any certificated employee as a result of the reorganization of special education programs, pursuant to Chapter 797 of the Statutes of 1980, that employee shall have priority, except as provided in subdivision (d), in being informed of and in filling certificated positions in special education in the areas in which the employee is certificated within the district or county office by which the certificated employee is then currently employed. This priority shall expire 24 months after the date of reassignment or transfer, and may be waived by the employee during that time period.
- (d) A certificated employee who has served as a special education teacher in a district or county office and has been terminated from his or her employment by that district or county office pursuant to Section 44955, shall have first priority in being informed of and in filling vacant certificated positions in special education, for which the employee is certificated and was employed, in any other county office or school district that provides the same type of special education programs and services for the pupils previously served by the terminated employee. For a period of 39 months for permanent employees and 24 months for probationary employees from the date of termination, the employee shall have the first priority right to reappointment as provided in this section, if the employee has not attained the age of 65 years before reappointment.

(Amended by Stats. 1997, Ch. 854, Sec. 4.)

## Appendix B – SELPA Transfer Policy

### PROGRAM TRANSFER POLICY

According to Education Code Section 56207, special education programs may be transferred from a county office of education to school districts, from school districts to the county superintendent of schools and from one district to another. For the purpose of this policy, programs may also be transferred to charter schools that have been granted LEA status. A program transfer occurs when the proposed change involves a change in the LEA of services and involves the movement of funding locally from one service provider (LEA) to another. A program transfer is defined as either or both of the following:

- A change in the entity responsible for the operation of a regional program.
- An LEA developing program(s) in the district to deliver services for a group of students in place of an existing regional program.

### **Transfer Guidelines**

Prior to transferring special education programs from one LEA to another, the sending and receiving LEAs will develop a plan to transfer the program. The plan will address all of the following:

- 1. Pupil needs;
- 2. The availability of a full continuum of services to affected pupils;
- 3. The functional continuation of the current IEPs of all affected pupils;
- 4. The provision of services in the least restrictive environment from which affected pupils can benefit;
- 5. The maintenance of all appropriate services;
- 6. The assurance that there will be compliance with all federal and state laws and regulations and special education local plan area policies; and
- 7. The means through which parents and staff were informed and involved during the planning process.

## **Timelines**

Transferring a special education program requires adequate notice to ensure that students have uninterrupted access to programs and services as required by their educational programs. Program transfers require a three-year process:

- Year One Notification
- Year Two Preparation
- Year Three Implementation

### YEAR ONE - NOTIFICATION:

Prior to March 30, the LEA initiating the transfer request shall submit in writing to the SELPA notice of intent to transfer a special education program. The SELPA will confirm receipt of the notification and will ensure that Executive Committee and SELPA Superintendents' Council are aware of the proposed transfer.

#### YEAR TWO - PREPARATION:

The program transfer process requires the transference of the operation of a program from one LEA to another. Both the receiving and sending LEAs complete and sign a Notice of Intent to Transfer Special Education Programs form. When the initiating LEA intends to receive a special education program, the initiating LEA shall identify an LEA to send the program. Conversely, when the initiating LEA intends to send the program, the LEA shall identify an LEA that agrees to receive the program. The Notice of Intent to Transfer Special Education Programs form shall be completed and submitted to the SELPA no later than September 30.

Both the sending and receiving LEAs shall submit a signed Program Transfer Assurances Form and a Detailed Plan for Special Education Program Transfers to the SELPA prior to November 30, addressing all of the required program transfer plan components set forth in section 56207 of the California Education Code.

SELPA administration will review the plan and certify that it contains all required elements. Once the plan has been reviewed and certified by the SELPA, it will be added to the Executive Committee and SELPA Superintendents' Council agendas as an information item.

Any revisions to the plan shall be submitted no later than February 1. Once received, changes will be reviewed and recertified by SELPA administration and may be presented to superintendents.

### YEAR THREE - IMPLEMENTATION

The receiving LEA officially assumes operation of the program as of July 1.

The Superintendents' Council has the authority to waive the required timelines for the implementation of the program transfer pursuant to Section 56207(b) of the California Education Code. A request for a waiver of the timeline shall be submitted to the SELPA office and the sending LEA no later than February 1st and requires unanimous approval from the Council.

### **Funding**

Funding for the program throughout the transfer process aligns with the approved Allocation Plan.

## **LEA Responsibilities When Operating Programs**

The SELPA assures services to special students by offering centralized and regionalized programs and services provided by member LEAs. When a program transfer is proposed for regional programs and services, the receiving LEA will guarantee the continuation and/or provision of services to students outside the LEA's attendance area. Requests to relinquish programs must be submitted in writing to the SELPA office. The SELPA administrator will forward requests to the Executive Committee and SELPA Superintendents' Council for consideration. Until another LEA agrees to operate the program and services, it will remain the

responsibility of the current LEA. Any action to transfer the program and services will follow the procedures and timelines outlined in this policy.

### **Program/Service Standards**

When transferring a regional program, the receiving LEA agrees to maintain the standard of program or service delivery provided by the sending LEA unless they receive approval to change the nature of

the program by the SELPA Superintendents' Council. LEAs may only change the nature of the program if they can continue to implement the IEPs of the students affected by the program transfer. The receiving LEA agrees to operate the program and services for at least three years unless otherwise agreed to by the SELPA Superintendents' Council.

### **Personnel Considerations**

The following personnel factors need to be considered and addressed in the program transfer plan: rights of certificated personnel, classified personnel qualifications, medical benefits, collective bargaining agreements, and transfer of personnel files.

The Education Code sections governing transfers (See Ed. Code §§ 44903.7 and 45120.2) do not distinguish between employees based on the type of credentials they possess. It is evident that the general intent of the relevant sections is to try to maintain an employee's status at the same or similar level, despite the transfer to another employer. Therefore, for those employees who are properly considered a "certificated" employee, the sections appear to equally apply regardless of the type of credential the employee possesses.

### **Facilities**

Transfer of facilities, when appropriate, will be negotiated on a case-by-case basis by the sending and receiving LEAs. Whenever a program is transferred from one LEA to another, the receiving LEA assumes responsibility for the facilities (i.e., portable classrooms, etc.) currently occupied by the program.

### Materials and Equipment

Unless otherwise agreed upon, materials and equipment purchased with special education funds by the sending LEA for the program being transferred will be transferred with the program and become the property of the receiving LEA. Any material or equipment purchased with Low Incidence funds is the property of the California Department of Education and will remain with the student.

### **Student Records**

When the transfer of a program has received final approval, the sending and receiving LEAs will develop a plan for the transfer of all student records to the receiving LEA.

## **Special Considerations**

The SELPA may consider any other factors, which are deemed relevant to the proposed program transfer, such as LEA identification rates, impact on transportation, etc. The primary consideration, however, must be to provide service to all identified students within the SELPA by qualified personnel under IDEA and Every Student Succeeds Act (ESSA).

### **Disputes**

Whenever there is a dispute within the SELPA over the transfer of special education programs as described above, the involved agencies will follow the dispute resolution procedures described in the governance section of the Local Plan.

## Appeal to CDE to Resolve Questions on Program Transfers

Because of ambiguities in the definition of a program transfer, CDE will allow any LEA or parent to request, in writing, for the Department to undertake a determination whether a proposed change constitutes a program transfer. All requests should be signed by the LEA or parent and a copy should be forwarded to a SELPA Administrator. The Department will make a determination within 60 days and issue a public opinion in writing to the relevant LEA(s) and SELPA.



## Appendix C - Summary 2020-21 Speech Staffing FTE Compared to 2019-20

		2019-20	2020-21	Change
1	Black Oak Mine	1.60	1.6	-
2	Buckeye	6.35	6.35	-
3	Camino	0.80	0.8	-
4	El Dorado UHSD	1.70	1.5	(0.20)
5	Gold Oak	0.90	0.8	(0.10)
6	Gold Trail	1.20	1.4	0.20
7	Indian Diggings	0.10	0.1	-
8	Latrobe	0.30	0.2	(0.10)
9	Mother Lode	1.60	1.5	(0.10)
10	Pioneer	0.50	0.5	-
11	Placerville	1.80	1.8	-
12	Pollock Pines	1.20	0.9	(0.30)
13	Rescue Union	5.40	5.6	0.20
14	Silver Fork	0.05	0.10	0.05
15	EDCOE	-		-
16	Total	23.50	23.15	(0.35)

## Appendix D - Detail Speech by the District of Assignment and COE Assignments

## Speech FTE detail by LEA

This chart shows speech therapists by district of assignment. If a speech therapist is assigned full time to a district, there is a clear determination of district for transfer of program (1). If the employee is assigned less than full time (e.g. line 14), the district with greater than .50 FTE would probably be the district for a determination of district for transfer of program (2). Questionable determination (3), see line 29 – Alison Morrison who is .50 Mother Lode and .50 Pioneer. (4) designation is for speech therapists providing services to EDCOE regional programs.

			Days per		Other than		
1 Dis 2 3 4	strict	Site	Week	FTE	employee 1 = clear LEA 2= probable LEA 3 = questionable LEA 4 = EDCOE LEA	Sort	Name
BC BC	MC	Northside School	4	0.8	1		Laura Miller
7 BC	MC	American River Charter/Otter Creek/Golde	2	0.4	Consult		Foothill: Jenn Rodrick
8 BC	OM	Georgetown Elementary	2	0.4	Consult		Foothill: Jenn Rodrick
9 Bu	ıckeye	Oak Meadow Elementary	5	1	1		Debbie Lindblom
.0 Bu	ıckeye	Silva Valley Elementary	4.5	0.9	1		Hayden Zenk
	ıckeye	Buckeye Additional Support	0.5	0.1	1		Hayden Zenk
2 Bu	ıckeye	Blue Oak Elementary	5	1	1		Katie Read
3 Bu	ıckeye	Valley View Charter	5	1	1		Kitty Czarnecki
4 Bu	ıckeye	Buckeye Elementary	3	0.6	2	Buckeye?	Heather Dunham
	ıckeye	Rolling Hills Middle School	2.5	0.5	3	?	Kim Sanders
6 Bu	ıckeye	Camerado Springs Middle	1.25	0.25	3		Steve Howlett
	ıckeye	Brooks Elementary School	5	1	Consult		SPG: Michelle Spafford
8 Ca	mino	Camino School/Charter	4	0.8	Consult		GHC: Sydney Rivera/Alexis Bingolf
.9 ED	OUHSD	PHS	2	0.4	3	?	Laura Furiati
O ED	DUHSD	UMHS/Virtual Academy/ Independence	1.5	0.3	3	?	Pat Martin
1 ED	DUHSD	EDHS	2	0.4	Retiree		Cynthia Clark
	DUHSD	ORHS	2	0.4	Retiree		Dorothy Fine
and the second	old Oak	Gold Oak Elementary	3.5	0.7			Foothill: Dana Shea
	old Oak	Pleasant Valley School	0.5	0.1			Foothill: Dana Shea
100	old Trail	Sutter's Mill Elementary	4.5	0.9	2	Gold Trail?	Sherri Swetkovich
	old Trail	Gold Trail School	2.5	0.5		?	Dustin Diel
		Indian Diggings School	0.5	0.1			Sheryll Hoeberg
	trobe	Latrobe Elem/Miller Hill	1	0.2		Pville?	Joe Hlavaty
9 M	other Lode	Herbert Green Middle	2	0.4	3	A 5.00000	Alison Morrison
		Indian Creek Additional Support	0.5	0.1	3		Alison Morrison
		Indian Creek	5	1			SPG: Renee Silva
The same of the sa	oneer	Pioneer, Walt Tyler & Mountain Creek	2.5	0.5		?	Alison Morrison
A-10.5	acerville	Schnell School	4	0.8			Kerri Delongchamp
4 Pla	acerville	Markham Middle School	1	0.2	1		Kerri Delongchamp
	acerville	Sierra Elementary School	4	0.8	2	Pville?	Joe Hlavaty
	ollock Pines	Pinewood	3	0.6		Ppines?	Tracey Bird
	ollock Pines	Sierra Ridge Middle	1.5	0.3			Tracey Bird
The second	escue	Green Valley Elementary	5	1			Carolyn Wilson
	escue	Lake Forest Elementary School	5	1	1		Cathie Fisher
	escue	Rescue Elementary School	5	1	1		Disa Allen
	escue	Lakeview Elementary	5	1			Robin Gaut
	escue	Marina Middle School	2	0.4	1		Sarah Ingraham
	escue	Jackson Elementary	4	0.8		Rescue?	Mary Sheehan
	escue	Pleasant Grove Middle School	2	0.4	3	??	Kim Sanders
the state of	lver Fork	Silver Fork	0.5	0.1		Ppines?	Tracey Bird
6		Subtotal District FTE	0.5	23.15	-	. pinco.	

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47	District	Site	Days per Week	FTE	Other than employee	Sort	Name
48	EDCOE	Buckeye PRE	2	0.4	2		Heather Dunham
49	EDCOE	Jackson MA	1	0.2	2		Mary Sheehan
50	EDCOE	Tunnel Adult Transition	0.5	0.1	2		Sherri Swetkovich
51	EDCOE	Rescue Autism	2.5	0.5	3		Dustin Diel
52	EDCOE	Rolling Hills-MS	0.5	0.1	3		Kim Sanders
53	EDCOE	PHS-MS	1	0.2	3		Laura Furiati
54	EDCOE	Rolling Hills-MS	1	0.2	3		Laura Furiati
55	EDCOE	ORHS (New)	1	0.2	3		Laura Furiati
56	EDCOE	UMHS-MS	1.5	0.3	3		Pat Martin
57	EDCOE	Camerado Preschool	1.5	0.3	3	?	Steve Howlett
58	EDCOE	Camerado Middle	1.25	0.25	3		Steve Howlett
59	EDCOE	Charles Brown: Head/State Pre, Charter	1	0.2	3		Steve Howlett
60	EDCOE	Bliss Preschool	2.5	0.5	4	EDCOE	Julie Siebensohn
61	EDCOE	Lakeview Autism	3.5	0.7	4	EDCOE	Kristina Houston
62	EDCOE	EDHS-MS	1	0.2	4	EDCOE	Kristina Houston
63	EDCOE	Rescue Autism +	0.5	0.1	4	EDCOE	Kristina Houston
64	EDCOE	Camino (WW) Smith	1	0.2	Consult		GHC: Sydney Rivera/Alexis Bingolf
65	EDCOE	Brooks Pre/Aut	2	0.4	Consult		SPG: Stephanie Chu
66	EDCOE	Schnell Autism	2	0.4	Consult		SPG: Stephanie Chu
67	EDCOE	Pacific Street Adult Transition	0.5	0.1	Consult		SPG: Stephanie Chu
68	EDCOE	Additional COE Program Support	0.5	0.1	Consult		SPG: Stephanie Chu
69	EDCOE	Bilingual DX	0.5	0.1	Retiree		Anita Wesolowski
70	EDCOE	Markham-MS	1	0.2	Retiree		Sheryll Hoeberg
71	EDCOE	CDC/Ken Lowery/Aut Pre	2	0.4	Retiree		Terrie Mallicoat
72		Subtotal EDCOE		6.35			
73		Total Speech FTE		29.5			

# Appendix E - Summary of Speech FTE Currently Served Through Retirees/Consultants

			Days per				
1	District	Site	Week	FTE	Other than employee	Sort	Name
2	BOM	American River Charter/Otter Creek/Golden Sie	2	0.4	Consult		Foothill: Jenn Rodrick
3	BOM	Georgetown Elementary	2	0.4	Consult		Foothill: Jenn Rodrick
4	Buckeye	Brooks Elementary School	5	1	Consult		SPG: Michelle Spafford
5	Camino	Camino School/Charter	4	0.8	Consult		GHC: Sydney Rivera/Alexis Bingolf
6	Gold Oak	Gold Oak Elementary	3.5	0.7	Consult		Foothill: Dana Shea
7	Gold Oak	Pleasant Valley School	0.5	0.1	Consult		Foothill: Dana Shea
8	Mother Lode	Indian Creek	5	1	Consult		SPG: Renee Silva
9	EDCOE	Camino (WW) Smith	1	0.2	Consult		GHC: Sydney Rivera/Alexis Bingolf
10	EDCOE	Brooks Pre/Aut	2	0.4	Consult		SPG: Stephanie Chu
11	EDCOE	Schnell Autism	2	0.4	Consult		SPG: Stephanie Chu
12	EDCOE	Pacific Street Adult Transition	0.5	0.1	Consult		SPG: Stephanie Chu
13	EDCOE	Additional COE Program Support	0.5	0.1	Consult		SPG: Stephanie Chu
15	EDUHSD	EDHS	2	0.4	Retiree		Cynthia Clark
16	EDUHSD	ORHS	2	0.4	Retiree		Dorothy Fine
17	Indian Diggings	Indian Diggings School	0.5	0.1	Retiree		Sheryll Hoeberg
18	EDCOE	Bilingual DX	0.5	0.1	Retiree		Anita Wesolowski
19	EDCOE	Markham-MS	1	0.2	Retiree		Sheryll Hoeberg
20	EDCOE	CDC/Ken Lowery/Aut Pre	2	0.4	Retiree		Terrie Mallicoat
		Total		7.2			

## Allocation Plan Update - SELPA Superintendents' Council June 2021

## Approval of Allocation Plan Revisions (Phase 2) to implement the Phase 1 February SELPA Superintendents' Action item (Appendix E)

- 1. Infant
- 2. Speech
- 3. Risk Pool

Details for each allocation plan revision provided below for approval by the SELPA Superintendents' Council.

The intent is for the SELPA Allocation Plan itself to be revised to reflect the February and June SELPA Superintendents' action. While the language approved by SELPA Superintendents' Council in February and June 2021 becomes effective July 1, 2021, the SELPA Allocation Plan document will be updated and brought to SELPA Superintendent council in September 2021.

There are two information items noted at the end of the report. One outlines EDCOE intent to implement a speech fee for service model that increases the 2019-20 base rate to full cost (over six years) with a 5% cap on indirect. This is not a change to the Allocation Plan, but part of EDCOE contracted services.

The second information item outlines the need for district training in reimbursement for Medi-CAL/MAA funding for speech services, should the district elect to operate their own services.

### **Background**

The February SELPA Superintendents' Council approved Phase 1 recommendation for changes to the Allocation Plan related to Infant and Speech and the Risk Pool. A Phase 2 working group (Appendix F) was charged with making recommendations to SELPA Superintendents' Council for implementation details. The group met twice and on May 5, 2021 approved the detailed recommendations outlined in this document.

## 1. Phase 2 Infant Shortfall 2023-24 (Allocation Plan/EDCOE contracted services) Committee Recommendation for Infant Shortfall in Year 3 and future years

The committee recommends the shortfall is shared on a per ADA basis by all districts K-12 (prior year SELPA certified ADA), with language that provides for a modification should K-8/Unified districts receive funding directly for early intervention infant/preschool. See Appendix B for an estimate of infant/preschool special education funding proposed by the Governor for 2021-22. Should the Infant/Preschool funding be approved for 2021-22, the committee will meet in September 2021 to prepare a recommendation for SELPA Superintendents' Council consideration.

### 2. Phase 2 Speech Funding Distribution Model Discussion (Allocation Plan)

### **Formula Defined (Allocation Plan Language)**

The amount of funding provided to EDCOE for speech services in 2019-20 is \$2,237,734. This becomes the basis for allocating funds to districts' speech funding in 2021-22, with the new formula (Appendix D) requiring an additional \$158,739 from the risk pool, bringing the total funding to \$2,396,517.

Funding for speech for 2021-22 would be distributed as follows (see Appendix D):

- Rates are differentiated to address needs based on giving smaller districts a larger rate and high school ADA a lower rate.
- 2019-20 EDCOE funded costs are the basis for the average rate of \$109.61. It is not the intent to recalculate this rate in the future but use it as a basis for establishing base rates.
- \$10K would be allocated for a base grant for Indian Diggings and a \$5K base grant for Silver Fork.
- \$164 per K-8 ADA for small districts, defined as less than 1,500 ADA. Black Oak Mine K-8 ADA is treated as a small district with the HS ADA calculated separately.
- \$137 per K-8 ADA for districts greater than 1,500 ADA.
- \$55 for HS ADA with the intent to increase to \$77 (70% of the base rate established)
- 2019-20 ADA would be used for 2021-22 distribution with adjustments for 2020-21 growth ADA as certified in the SELPA ADA calculations.
- Future years would base the ADA on the prior year certified SELPA ADA.
- Funding will be distributed through the normal special education monthly distribution.
- The speech "pot" of funding will receive a share of COLA /other (such as equalization) funding in the same manner as other regional allocations.
- The speech "pot" of funding will not be adjusted for the declining enrollment SELPA adjustment.

### **Continuity of Funding Three Years**

The intent is to develop a formula that provides continuity of funding for districts for the first three years of operation. Year 1 is 2021-22, and Year 2 is 2022-23, Year 3 is 2023-24.

### Funding Risk Pool Contribution/Other \$309K

The cost of the formula defined above is estimated to be \$2,396,517 for 2021-22. The difference between the amount available and the funded formula is \$159K. (\$2,237,734 EDCOE base funding + \$158,739 Risk Pool contribution = \$2,396,517)

The intent is to increase the amount per ADA provided to high school ADA from 50% of the average rate to 70% of the average rate, or \$77. This increases the cost of the formula by approximately \$150K.

Therefore, full funding of the speech formula requires a \$159K (original formula) plus \$150K (increase to high school ADA rate) or \$309K.

The intent is for the difference to be paid by the Risk Pool until such time as the formula is fully funded by ongoing funds.

## Full funding of the \$309K Risk Pool contribution (Years 2 and 3) - Reallocation of \$203K and COLA \$118K

### Reallocation of \$203K from EDCOE to Speech "Pot" in 2022-23

The formula is based on 2019-20 income and expenditures. EDCOE received an increase in funding in 2020-21 from a pro-rated share of the SELPA rebenched target rates (equalization) that offset the increased cost of speech, leaving the shortfall approximately the same as in 2019-20. EDCOE is not seeking recovery of the speech shortfall in 2020-21 or 2021-22.

It does make sense in 2022-23 (Year 2), with many districts electing to operate speech and EDCOE no longer holding the rate at 2019-20 funded costs, that a calculated pro-rated share of the increased regional dollars (\$203K) should be re-allocated from EDCOE regional programs to the district speech allocation.

The chart below shows how the speech allocation has been determined, and this will be updated with the final June 2021 CDE certification:

2019-20 EDCOE AB602 Allocation*	8,133,695
2019-20 Speech Funding 23.5 FTE	2,237,734
Speech as % of EDCOE regional total	0.2751
Amount EDCOE received from SELPA Rebenched Rates	738,963
Speech % (27.51%) of EDCOE SELPA rebenched target	203,000
*from January 2021 special education estimates	

### Use of Speech COLA Dollars – Two Years \$118K (\$203K + \$118K = \$321K available)

The SELPA COLA distribution is based on total increased state and federal dollars, less any growth allocations, distributed to the various "pots" on a pro-rated basis. 4.05% proposed COLA for 2021-22 would generate approximately \$517K for the SELPA (line 6). The pro-rated share of speech COLA would be \$72.3K. Two years of COLA would produce an estimated \$118K (line 8).

1		2020-21 Estimate*	% of Total	2	stimated 2021-22 COLA**	Estimated 2022-23 COLA		Two Year Total	Estimated 2023-24 COLA	
2	State Base Rate Funding			\$	625.00	\$	650.31		\$	666.44
3	COLA				4.05%	2	.48%			3.11%
4	COLA per ADA (4.05%)*			\$	25.31	\$	16.13		\$	20.73
5	Estimated ADA				20,415		20,415			20,415
6	<b>Estimated COLA rounded</b>				517,000	3	29,000			423,000
7	EDCOE Regional	5,895,961	36.87%		190,600	1	21,300			156,000
8	Speech	2,237,734	13.99%		72,300		46,000	118,300		59,200
9	EDUHSD Regional	399,723	2.50%		12,900		8,200			10,600
10	District Base	7,057,857	44.13%		228,200	1	45,200			186,700
11	Risk Pool	401,335	2.51%		13,000		8,300			10,600
12	Total	15,992,610	100.00%		517,000	3	29,000			423,100
13	Reallocation of 2020-21 rebend	hed SELPA rates						203,000		
14	Amount of funding added to spe	Amount of funding added to speech base						321,300		
	* January program/business projection for									
	* COLA is proposed at 4.05% in 2021-22, es	stimated statutory col	a for 2022-23 an	nd 202	3-24 are based	on Fo	CMAT proje	ctions May 2021		
	** COLA estimates are rounded for estimat	ting purposes (line 8)								

### **Two-Year Formula Review**

It was initially anticipated the formula would take three years to fund, but the 4.05% COLA proposed for 2021-22 changed the timeline to two years.

In 2022-23 (year 2), the formula will be reviewed to determine how far the formula has moved to becoming selffunding, meaning no allocation from the Risk Pool is required to fund the formula.

At this time, we anticipate that \$118K would be generated through two years of COLA, and \$203K would be the speech share of equalization dollars, generating \$321K. The formula is anticipated to need \$309K to no longer require a subsidy from the Risk Pool. The formula will likely be at full funding in two years.

If full funding has not been achieved, the committee may look at the following options:

- a) Continue to fund from the Risk Pool
- b) Continue to allocate future COLA dollars to decrease the subsidy from the Risk Pool
- c) As a last resort, elementary rates could be decreased.

In 2022-23, the committee should also address how future COLA increases will be applied to the rate. Two options are indicated below:

- a) The dollar amount available would be converted to a per ADA increase (e.g., all rates increase by \$5).
- b) The dollar amount available would be converted into a percentage increase, with small districts receiving a larger increase and the high school rate receiving a smaller increase.

### One-time Funding Year 1, Year 2, Year 3

#### Year 1

The formula proposes a one-time allocation estimated to be \$94K in Year 1 for those districts financially harmed by moving to a fee for service model, e.g., the cost of buying services from EDCOE is greater than the ADA formula share of the speech distribution. EDCOE will calculate the cost of services (2021-22 FTE usage based on 2019-20 funded speech rate) and compare it to the distribution of speech revenues. EDCOE will transfer from the district the cost of services up to the amount of funding received by the district. EDCOE will transfer the balance owed from the Risk Pool to EDCOE. EDCOE will provide an accounting of these transactions in year 1 with the ongoing SELPA allocation plan reporting to districts. This hold-harmless is for year 1 only (2021-22).

### One-time Funding Year 2 (2022-23) and Year 3 (2023-24)

In Year 2 (2022-23), many districts have indicated they will be operating their speech programs. Districts, in some instances, will need to address salary considerations for EDCOE employees transferring to the district salary schedule. Districts will experience normal step and column increases, but the funding stream is constant since COLA dollars are allocated to fund the initial formula fully. An allocation of \$10 per ADA (one-time funding Year 2 and Year 3) is proposed for distribution for all K-8 ADA. For those districts choosing to continue to contract with EDCOE for services, this may offset the EDCOE rate increases.

### 3. Risk Pool Usage of \$ 1M

The actions above are summarized in the chart below. SELPA Superintendent Councils' authorized \$1M in funds. There is a contingency of \$207K remaining after the actions itemized above. This contingency will be helpful as there are several variable estimates, e.g., infant shortfall in year 2, one-time speech hold harmless in Year 1 (line 3), Speech year 1 formula cost (line 6) due to adjustments for growth ADA in 2020-21, estimated COLA's over time, ADA changes, etc.

As part of the SELPA regular special education funding distribution and reporting, the \$1M allocation usage/balance will be reported.

							Net from	
	Risk Pool	Amount	COLA	Unused COLA	HS to \$77	Eq	Risk Pool	
1	Infant 2021-22	171,000					171,000	
2	Infant 2022-23	171,000					171,000	
3	Speech Year 1	94,342					94,342	one time hold harmless
4	Speech Year 2	135,000					135,000	\$10 per K-8 ADA
5	Speech Year 3	135,000					135,000	\$10 per K-8 ADA
6	Speech Year 1 formula	158,783	(72,300)				86,483	
7	Speech Year 2 formula	86,483	(46,000)	12,517	150,000	(203,000)	(2)	
8	Speech Year 3 formula						(-)	
9	Contingency	207,175					207,175	
10								
11	Total	1,158,783	(118,300)		150,000	(203,000)	1,000,000	

### Information Items

## a) Phase 2 Speech Fee For Service (EDCOE contracted services, not an Allocation Plan Revision)

In 2021-22 districts will pay annually for speech services in the same manner as EDCOE contracted services with 2021-22 speech FTE usage as the basis for costs, and the rate charged will be the 2019-20 EDCOE funded rate of \$95,223. EDCOE actual costs in 2019-20 were \$124,640 per FTE based on a 5% cap on indirect.

EDCOE will send an amended contracted services agreement to districts in early 2021-22 to reflect 2021-22 FTE usage, but the rate will be held at the 2019-20 funded rate.

Districts continuing to purchase speech from EDCOE have an interest in maintaining predictability of costs for budgeting without large spikes in costs. EDCOE intends to increase the rate over six years, with 2021-22 being year one, with rates held at the 2019-20 funded rate. EDCOE will commit to not increasing the rate in any given year more than 10%. The amount of indirect included in the rate will not exceed 5%.

This does not require a change to the Allocation Plan, but these services are part of EDCOE contracted services' annual conversation with districts.

## b) Medi-Cal/MAA Funding from Speech Services

EDCOE has systems in place for speech therapist reporting of eligible Medi-CAL/MAA expenditures. Training will be provided to districts operating speech programs to ensure they claim eligible expenses and receive reimbursement.

## Appendix A

2019-20 SELPA Risk Pool End of Year Actuals and 2020-21 SELPA Risk Pool Budget.

	Shared Risk Pool	2017-18 Final	2018-19 Final	2019-20 Final	2020-21 Estimate January 2021
1	PY Adjustments	4,768	133,109	(25,224.00)	
2	PY Cancelled Accruals (NPS, Legal)			9,097.86	
3	Beg Balance	2,347,636	3,041,351	3,537,566	4,121,232
4	AB 602	367,900	375,467	385,816	437,797
5	Out of Home Care	925,378	876,683	989,525	955,790
6	COLA	7,560	7,373	15,519	-
7	Interest	26,164	63,181	72,652	22,000
8	Total Income	1,327,002	1,322,704	1,463,511.38	1,415,587
9	1st Yr District ADA Growth	34,742	39,454	46,508	( <del>-</del> )
10	SELPA ADA Loss	14,203	_	37,923	(=)
11	NPS Infant Reserve	0	6,629	-	4,500
12	NPS Placements	605,671	537,850	653,097	750,000
13	Legal	49,206	105,369	78,427	150,000
14	Special Circumstance Students	62,575	61,339	63,890	75,000
15	Contribution to ERMHS (Residential)		59,721	-	150,390
16	Total Expenditures	766,397	810,362	879,845	1,129,890
17	Income - Expense	560,605	512,341	583,666.20	285,697
18	Ending Balance	2,908,242	3,553,692	4,121,232	4,406,929

## **Appendix B**

Governor's budget proposal to provide restricted special education funding to districts (not the SELPA) in 2021-22. The majority of these services are provided through EDCOE regional programs. If this proposal becomes law, an Allocation Plan discussion needs to take place to determine how this will impact funding for EDCOE infant and preschool programs/services currently funded off the top of the SELPA allocation.

# **Proposed 2021-22 Special Education Early Intervention Preschool Grants**

\$ 5,900 per preschooler w/disabilities

District	Count*	Estimated Revenue			
BOM	10	59,000			
Buckeye	48	283,200			
Camino	5	29,500			
Gold Oak	3	17,700			
Gold Trail	2	11,800			
Mother Lode	21	123,900			
Pioneer	7	41,300			
Placerville	22	129,800			
Pollock	15	88,500			
Rescue	62	365,800			
Silver Fork	1	5,900			
Total	196	\$1,156,400			

<sup>\*2020</sup> Fall 1 counts by district of residence. Students are served primarily through EDCOE regional programs.

## **Appendix C**

## 2020-21 Speech Assignments

			Days per		Other than		
1 Di	istrict	Site	Week	FTE	employee	Sort	Name
<u>'</u>					1 = clear LEA		
3					2= probable LEA		
1				3	= questionable LE	Α	
5					4 = EDCOE LEA		
5 BC	MC	Northside School	4	0.8	1		Laura Miller
7 BC	MC	American River Charter/Otter Creek/Golde	2	0.4	Consult		Foothill: Jenn Rodrick
B BC	MC	Georgetown Elementary	2	0.4	Consult		Foothill: Jenn Rodrick
BL BL	uckeye	Oak Meadow Elementary	5	1	1		Debbie Lindblom
0 Bu	uckeye	Silva Valley Elementary	4.5	0.9	1		Hayden Zenk
1 Bu	uckeye	Buckeye Additional Support	0.5	0.1	1		Hayden Zenk
2 Bu	uckeye	Blue Oak Elementary	5	1	1		Katie Read
.3 Bu	uckeye	Valley View Charter	5	1	1		Kitty Czarnecki
.4 Bu	uckeye	Buckeye Elementary	3	0.6	2	Buckeye?	Heather Dunham
.5 Bu	uckeye	Rolling Hills Middle School	2.5	0.5	3	?	Kim Sanders
.6 Bu	uckeye	Camerado Springs Middle	1.25	0.25	3		Steve Howlett
.7 Bu	uckeye	Brooks Elementary School	5	1	Consult		SPG: Michelle Spafford
8 Ca	amino	Camino School/Charter	4	0.8	Consult		GHC: Sydney Rivera/Alexis Bingolf
9 EE	DUHSD	PHS	2	0.4	3	?	Laura Furiati
O ED	DUHSD	UMHS/Virtual Academy/ Independence	1.5	0.3	3	?	Pat Martin
1 EC	DUHSD	EDHS	2	0.4	Retiree		Cynthia Clark
2 ED	DUHSD	ORHS	2	0.4	Retiree		Dorothy Fine
3 G	old Oak	Gold Oak Elementary	3.5	0.7	Consult		Foothill: Dana Shea
4 G	old Oak	Pleasant Valley School	0.5	0.1	Consult		Foothill: Dana Shea
.5 Go	old Trail	Sutter's Mill Elementary	4.5	0.9	2	Gold Trail?	Sherri Swetkovich
6 G	old Trail	Gold Trail School	2.5	0.5	3	?	Dustin Diel
7 In	dian Diggings	s Indian Diggings School	0.5	0.1	Retiree		Sheryll Hoeberg
8 La	itrobe	Latrobe Elem/Miller Hill	1	0.2	2	Pville?	Joe Hlavaty
9 M	other Lode	Herbert Green Middle	2	0.4	3		Alison Morrison
0 M	other Lode	Indian Creek Additional Support	0.5	0.1	3		Alison Morrison
1 M	other Lode	Indian Creek	5	1	Consult		SPG: Renee Silva
2 Pi	oneer	Pioneer, Walt Tyler & Mountain Creek	2.5	0.5	3	?	Alison Morrison
3 Pla	acerville	Schnell School	4	0.8	1		Kerri Delongchamp
4 Pla	acerville	Markham Middle School	1	0.2	1		Kerri Delongchamp
5 Pla	acerville	Sierra Elementary School	4	0.8	2	Pville?	Joe Hlavaty
6 Pc	ollock Pines	Pinewood	3	0.6	2	Ppines?	Tracey Bird
7 Pc	ollock Pines	Sierra Ridge Middle	1.5	0.3	2		Tracey Bird
8 Re	escue	Green Valley Elementary	5	1	1		Carolyn Wilson
9 Re	escue	Lake Forest Elementary School	5	1	1		Cathie Fisher
O Re	escue	Rescue Elementary School	5	1	1		Disa Allen
1 Re	escue	Lakeview Elementary	5	1	1		Robin Gaut
2 Re	escue	Marina Middle School	2	0.4	1		Sarah Ingraham
3 Re	escue	Jackson Elementary	4	0.8	2	Rescue?	Mary Sheehan
4 Re	escue	Pleasant Grove Middle School	2	0.4	3	??	Kim Sanders
Total Market	lver Fork	Silver Fork	0.5	0.1	2	Ppines?	Tracey Bird
6		Subtotal District FTE		23.15			

## Appendix D

Speech Formula Year 1 (2021-22) EDCOE Rate \$95,223

1	2021-22					Smallest	Small	Medium	High School ADA		2021-22	Income	
	Allocation Plan	Smallest	Small	Medium	High School						A	less Costs	Loss
2	Proposal to		District ADA	District	ADA		\$ 109.61	\$ 109.61	\$ 109.61		Assuming same usage as 2019-20		
3	Distribute \$2.2	1	ı	k	ì	m	n	0	р	q	and no change to		
4	M in Regional			.00	25	4500	1.5	1.25	0.5	7	EDCOE rate	22.0	
77.6	Speecch						1.5	1.25	0.5			q-r	
5	Funding	Elem	Elem	Elem		Grant	\$ 164.00	\$ 137.00	\$ 55.00	Total	r	s	t
6													
7													
8	BOM Elem		832				136,463	18	-	156,980	152,357	4,623	-
9	BOM HS				373.03		-		20,517		-	-	-
10	Buckeye			4,525.71			-	620,022		620,022	604,665	15,357	
11	Camino		421				69,052	12.	(2)	69,052	76,178	(7,126)	(7,126)
12	El Dorado UHSD				6,469.22		-	3.41	355,807	355,807	161,879	193,928	1.5
13	Gold Oak		445				72,995	3 <b>4</b> 3	-	72,995	85,700	(12,705)	(12,705)
14	Gold Trail		624				102,349	.=		102,349	114,267	(11,918)	(11,918)
15	Indian Diggings	19				10,000	-	-		10,000	9,522	478	-
16	Latrobe		145				23,859	0.00	-	23,859	28,567	(4,708)	(4,708)
17	Mother Lode		957				156,973	797	(2)	156,973	152,356	4,617	-
18	Pioneer		257				42,127	100	.50	42,127	47,611	(5,484)	(5,484)
19	Placerville		1,252				205,284	825	(2)	205,284	171,401	33,883	-
20	Pollock Pines		597				97,898	380	.7.	97,898	114,267	(16,369)	(16,369)
21	Rescue Union			3,490.30			-	478,171		478,171	514,203	(36,032)	(36,032)
22	Silver Fork	7				5,000	-	553	-7.0	5,000	4,761	239	-
23	EDCOE			-			-		-	-	-		-
24	Total	26	5,530	8,016	6,842	15,000	907,000	1,098,193	376,324	2,396,517	2,237,734	158,783	(94,342)
25				Total ADA	20,415		Total Funds			2,237,734			
26							One time fur	nds		158,783			
27							One time fur			94,342			
28							Total One tir	ne funds		253,125			

### **Appendix E**

### SELPA Superintendents' Council Phase 1 Actions (approved February 2021)

1. Phase 1 Recommendation Guiding Principles of a Financial Solution
There should be minimal to no impact to school district budgets in 2021-22 and 2022-23. This will be achieved by using one-time funds in the SELPA Risk Pool, with a minimum \$1M allocation of resources over a period of time to be determined in the final recommendations.

#### 2. Phase I Recommendation Infant

The infant shortfall will be calculated annually, with 50% of the shortfall paid by EDCOE and 50% by districts. The shared shortfall calculation will be based on the prior year's shortfall to allow for appropriate budget lead time. For the 2021-22 year only, the shortfall (\$342K) will be based on the 2019-20 shortfall as determined in October 2020. The \$171K (rounded) district contribution for 2021-22 would be paid from the SELPA Risk Pool. The shortfall for 2022-23 will be based on the actual shortfall from 2021-22. The shortfall will be estimated in February 2022 based on estimated actuals and finalized in October 2022. The district contribution for 2022-23 would be paid from the SELPA Risk Pool. The shortfall for 2023-24 will be based on the actual shortfall from 2022-23. The shortfall will be estimated in February 2023 based on estimated actuals and finalized in October 2023.

### 3. Phase 1 Recommendation Speech

Revise the Allocation Plan for 2021-22 to distribute the current \$2.238M in funds directly to districts based on ADA, and speech would become a "fee for service" EDCOE program in 2021-22.

Districts would then have financial data to assist them in evaluating whether they wish to exercise the option to provide notice to the SELPA of the intent to operate speech programs in 2022-23 (March 30, 2021), which would meet the SELPA transfer policy requirements (March 2021 notification for 2022-23 operation, exceeding the education code legal requirement of a year and one day).

#### Phase 2 Infant

The infant shortfall will be calculated annually, with 50% of the shortfall paid by EDCOE and 50% by districts. The shared shortfall calculation will be based on the prior year's shortfall to allow for appropriate budget lead time. For the 2021-22 year only, the shortfall (\$342K) will be based on the 2019-20 shortfall as determined in October 2020. The \$171K (rounded) district contribution for 2021-22 would be paid from the SELPA Risk Pool. The shortfall for 2022-23 will be based on the actual shortfall from 2021-22. The shortfall will be estimated in February 2022 based on estimated actuals and finalized in October 2022. The district contribution for 2022-23 would be paid from the SELPA Risk Pool. The shortfall for 2023-24 will be based on the actual shortfall from 2022-23. The shortfall will be estimated in February 2023 based on estimated actuals and finalized in October 2023.

### **Appendix F**

### Allocation Plan Phase 2 Working Group

Lisa Donaldson, Mother Lode Bob Whittenberg, EDUHSD Sean Martin, Rescue

Jackie McHaney, Buckeye Kassidy Salters, Black Oak Mine Jennifer Fusano, Placerville

### Goal of the Phase 2 Working Group

Develop implementation detail for Phase 2 (as noted below) from the SELPA Superintendents' Council action (February 2021) of Phase 1. The group is charged with making recommendations as outlined below; Infant shortfall model, Speech funding distribution model, Speech fee for service/use of Risk Pool.

Appendix E contains the language from the SELPA Superintendents' Council decision in February 2021 on Phase 1. The following details on Phase 2 were identified at the February 2021 SELPA Superintendents' Council.

Phase 2 Infant Recommendation (March to June).

The district contribution for 2023-24 could be based on four options to be determined by SELPA Superintendent Council by **June 2021** (Phase 2 recommendation)

- Option 1 The shortfall is shared on a per ADA basis by all districts
- Option 2 The shortfall is shared on a usage basis
- Option 3 The shortfall is shared on a combination of ADA/Usage
- Option 4 The shortfall continues to be paid from the SELPA Risk Pool for a specified period of time

The Phase 2 recommendation (March to June) details related to funding would be:

- a) Identify the ADA formula. E.g., differentiated rates by small districts and high school district.
- b) Identify the goal over time to reach a rate for all districts or continue a differentiated rate.
- c) Use of SELPA Risk Pool funds to create a hold harmless provision on funding for 2021-22 and 2022-23.
- d) Parameters for using SELPA Risk Pool funds beyond 2021-22 and 2022-23.
- e) Allocation Plan language on COLA increases to the SELPA passed on to the speech allocation and whether COLA funds might be used in a hold harmless calculation.

The Phase 2 recommendation (March to June) details related to a fee for service program would be:

- a) The basis for the fee for service calculation (current year estimate, or prior year or prior-prior year)
- b) Use of SELPA Risk Pool funds to create a hold harmless provision on the expenditure side for 2021-22 and 2022-23.
- c) Parameters for using SELPA Risk Pool funds beyond 2021-22 and 2022-23.
- d) Parameters for increasing the fee over time e.g., COLA + some agreed upon not to exceed rate increase in a given year – e.g. sample below shows that it would take 5% a year to reach 98% funding based on 2019-20

					% Funded
1	<b>EDCOE Current Funded Costs</b>	2019-20		95,223	0.76
2	Year 1		5%	99,984	0.80
3	Year 2		5%	104,983	0.84
4	Year 3		5%	110,232	0.88
5	Year 4		5%	115,744	0.93
6	Year 5		5%	121,531	0.98
7	Speech FTE Costs  *based on 2019-20 costs and a	2019-20 loesn't take i	nto acc	124,640 ount COLA	
	income increases or sal				

costs and not taking into account income COLA increases or salary increases over time.