

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Port City SELPA

Fiscal Year

2022–23

## **LOCAL PLAN**

### **Section A: Contacts and Certifications**

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

California Department of Education

Special Education Division

2022–23 Local Plan Annual Submission

Section A: Contacts and Certifications

SELPA Port City SELPA

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## Contact Information and Certification Requirements

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

☐ NEW SELPA (for proposed multiple Local Educational Agency (LEA) SELPA, or COE joined SELPA only)

☒ Local Plan Section B: Governance and Administration

- Local Plan Section B
- Certifications 1, 3, 4 and 5 are required
- Attachment I is required. Note: Additional attachments may be required if the amendment affects the services or funding associated with the Local Plan

☒ Local Plan Section D: Annual Budget Plan

☐ Select if this Local Plan Section D submission was revised after June 30th due date

- Local Plan Section D
- Certifications 2, 3, 4 and 5 are required
- Attachments I-V are required
- If the submission is an amendment of special education revenues and/or expenditures previously reported to the CDE due to changes in services and programs provided by LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section E: Annual Service Plan, along with Attachment VI and VII.

☒ Local Plan Section E: Annual Service Plan

☐ Select if this Local Plan Section E submission was revised after June 30th due date

- Local Plan Section E
- Certifications 2, 3, 4 and 5 are required
- Attachments I and VI are required
- If the submission is an amendment of programs and services previously reported to the CDE that affect the allocation of special education funds to LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section D: Annual Budget Plan, along with Attachments II-V and VII.

☒ Local Educational Agency Membership Changes

## Section A: Contacts and Certifications

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- Requires amending Local Plan Section D
- Requires amending Local Plan Section E
- Certifications 2, 3, 4 and 5 are required
- Attachments I-VII are required
- If the change in membership constitutes a change to the SELPA governance and/or administration, then the SELPA must also submit an amendment for Local Plan Section B: Governance and Administration, as well as, Certification 1.

### A2. SELPA Identification

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

SELPA

### A3. SELPA Administrator Contact Information

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

SELPA Name	<input type="text" value="Port City SELPA"/>		
Street Address	<input type="text" value="1541 E. March Lane, Suite A"/>	Zip Code	<input type="text" value="95210-5600"/>
City	<input type="text" value="Stockton"/>	County	<input type="text" value="San Joaquin"/>
Mailing Address	<input type="text" value="1541 E. March Lane, Suite A"/>		
City	<input type="text" value="Stockton"/>	Zip Code	<input type="text" value="95210-5600"/>
Administrator First Name	<input type="text" value="Vincent"/>	Administrator Last Name	<input type="text" value="Hernandez, II"/>
Administrator Title	<input type="text" value="Executive Director"/>		
Administrator's Email	<input type="text" value="vincenthernandez@stocktonusd.net"/>		
Telephone	<input type="text" value="(209) 933-7120"/>	Extension	<input type="text" value="2587"/>

### A4. Administrative Entity (Responsible Local Agency or Person (as applicable) Contact Information

## Section A: Contacts and Certifications

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Enter information for the current administrative entity. This is the responsible local agency or, an administrative unit for a multiple LEA SELPA or COE joined SELPA; or an identified responsible person for a single LEA SELPA. In either case, the administrative entity identified is responsible for the implementation and/or fiscal administration of the Local Plan.

Administrative Entity Name

Street Address

Zip Code

City

County

Contact First Name

Last Name

Contact Title

Email

Telephone

Extension

### Special Education Local Plan Area Review Requirements

#### Community Advisory Committee

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

☒ Yes ☐ No

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

The Local Plan was submitted to the CAC on:

#### County Office of Education

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

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coordinating special education services within a county, reviewing, and approving the Local Plan.

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

☒ COE responsible for approving the Local Plan

San Joaquin County Office of Education

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

Jun 24, 2022

Add COE

Delete COE

### Public Hearing Requirements

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

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

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

Most Recent School Site Posting Date Apr 20, 2022

SELPA Public Hearing Date May 11, 2022

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

Most Recent School Site Posting Date Apr 20, 2022

SELPA Public Hearing Date May 11, 2022

### Submitting the Local Plan to the California Department of Education

#### STEP 1: Contacts and Certifications

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

#### STEP 2: SELPA Governance Structure

## Section A: Contacts and Certifications

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

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

### STEP 3: Prior Submissions

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

Section B: Governance and Administration

Section D: Annual Budget Plan

Section E: Annual Service Plan

### STEP 4: Local Plan Collaboration

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

Add	Agency	First and Last Name	Title	Section
-	Stockton Unified School District	Dr. Francine Baird	Administrator-Gen. Ed.	Multiple
-	Stockton Unified School District	Willie Gutierrez	Administrator-Gen. Ed.	Multiple
-	Port City SELPA	Vincent Hernandez II	Administrator-Spec. Ed.	All

## Section A: Contacts and Certifications

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Add	Agency	First and Last Name	Title	Section
<input type="checkbox"/>	Port City SELPA CAC	Angela Dunne	CAC	All
<input type="checkbox"/>	Port City SELPA CAC	Monique Guerrero	Parent	All

### STEP 5: Certifications

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

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

### STEP 6: Electronic Signatures

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

### STEP 7: Final Check

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

## **LOCAL PLAN**

### **Section B: Governance and Administration**

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



California Department of Education

Special Education Division

January 2020



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## **B. Governance and Administration**

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

### **Participating Local Educational Agencies**

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

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

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

A. Port City SELPA currently serves all schools, as well as dependent charters, within the boundaries of SUSD. The geographic service area of the Port City SELPA includes the boundaries of SUSD, for the purposes of providing special education and related services. This geographic service area encompasses the boundaries of the SUSD and the greater Stockton region.

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable:

The regional governance and administrative structure of the Port City SELPA Local Plan will include the SUSD Superintendent, Steering Committee, Fiscal Committee, and the Community Advisory Committee (CAC). The Port City SELPA Executive Director serves as the chief administrator and instructional leader for all special education programs and related services among all LEAs within the Port City SELPA service region.

It is the function of the multi-member Port City SELPA governance and administrative structure to ensure that participating agencies provide a quality educational program appropriate to the needs of each eligible child with a disability who is served by the SUSD and Charter LEA(s); and, that all such programs are operated in a cost effective manner, consistent with the funding provisions of California Education Code (EC) §56700 et seq, the Federal Individuals with Disabilities Education Act (IDEA), and all other laws, policies, and procedures of the Port City SELPA. The roles of the multi-LEA governing body are described as follows:

Superintendent/CEO Council

The Superintendent/CEO Council is responsible for approving policies, administrative

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regulations, the allocation plan, and any material changes to the Local Plan. The Port City SELPA Superintendent/CEO Council is composed of a representative from the SUSD and each Charter LEA at the Superintendent/CEO level, or their designee. This group will meet regularly with the Executive Director of the Port City SELPA to direct and supervise the implementation of the Local Plan. Organizations that operate more than one Charter School, at their option, may have a single representative for all LEAs operated, but such a representative or designee shall have a number of votes equal to the number of LEAs of the organization represented. The SELPA Executive Director serves as an ad hoc member of the Superintendent/CEO Council and all committees of the governing bodies. The Superintendent/CEO Council's duties include, but are not limited to, approving the following:

- Approve Port City SELPA policies and administrative regulations
- Approve the Port City Local Plan
- Approve Funding Allocation Plan
- Approve material changes to the Local Plan
- Approve Annual Budget and Service Plan
- Approve membership and membership changes
- Approve recommendations from the Governing Body Committees

The Superintendent/CEO Council meetings are subject to California Open Meeting laws, specifically the Brown Act (Government Code §§54950-54963), which requires that SELPA Superintendent/CEO Council members conduct business at properly noticed and agendized public meetings. A majority of the member LEAs present at a regularly scheduled and posted Superintendent/CEO Council meeting, shall constitute a quorum.

### Steering Committee

The Port City SELPA Steering Committee serves in an advisory capacity to the SELPA Executive Director. The Steering Committee representatives are the SUSD and charter LEA special education directors or special education leads. The Steering Committee works collaboratively on opportunities for innovation to meet student needs within the Port City SELPA. The SELPA Executive Director serves as the chair of the Steering Committee. The Steering Committee performs duties including, but not limited to:

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- Recommend programmatic decisions regarding the provision of special education within the Port City

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- Recommend policies, procedures, and financial actions to Superintendent/CEO Council
- Review and recommend needed modification of the Local Plan with input from the Community Advisory Committee (CAC)
- Provide coordination of programs and services within the Port City SELPA to assure the availability of appropriate special education to all eligible individuals with disabilities
- Review and recommend all procedural guides developed by the Port City SELPA
- Encourage parent input through participation in the Special Education Community Advisory Committee (CAC)
- Develop a model of cross-sector collaboration between district and charters that promotes inclusion while providing the full continuum of services
- Develop a model of innovative approaches for supporting the needs of complex learners to improve student outcomes
- Develop joint strategies for Staff Development and Leadership Development for general and special educators, administrators, parents and guardians, instructional assistants, support personnel, and CAC
- Develop a joint Port City SELPA-wide teacher preparation pathway to Education Specialist Certification

n invitation to participate in the Port City SELPA Steering Committee shall be issued annually at the first Port City SELPA Superintendent/CEO Council meeting of the new fiscal year. The SUSD and the charter LEAs shall select one representative to serve on this committee. Committee participation shall be at the discretion of individual members who shall be free to attend, or not attend meetings as they choose. However, at no time shall a Steering Committee meeting be conducted without the participation of the SUSD and Charter LEA members or without a quorum of the members present. The Steering Committee shall meet at least ten times

during the year, following State SELPA meetings, to receive and disseminate information related to the provision of special education programs and services. The SELPA Executive

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Director serves as the Steering Committee Chair and sets the meeting agendas.

### Fiscal Committee

The Fiscal Committee advises the SELPA Executive Director, Superintendent/CEO Council, and Steering Committee on all special education budgets and special education fiscal policies and procedures. The Fiscal Committee is made up of the chief business officer (CBO) or designee, from each charter LEA member. The Fiscal Committee makes recommendations regarding the funding Allocation Plan for the distribution of special education funds to the Superintendent/CEO Council. The Committee also serves as a communication tool to inform each member's fiscal representatives of the actions taken by the Port City SELPA Superintendent/CEO Council that may have budgeting and financial reporting considerations. The Fiscal Committee shall meet at least twice per year. The Fiscal Committee meetings are open to participation of Superintendent/CEOs, Special Education Administrators and/or designees. The duties of the Fiscal Committee include, but are not limited to:

- Review and make recommendations to the Superintendent/CEO Council regarding fiscal policies and procedures
- Provide recommendations for the development, modification, and implementation of the Port City SELPA fiscal allocation plan
- Ensure local, state and federal resources are utilized in a cost effective manner, consistent with accountability requirements
- Ensure that the developed standards for funding allocation purposes are being implemented and followed by each LEA
- Review issues to be considered by the Steering Committee to convey any fiscal and programmatic implications
- Participate in the development of fiscal revisions to the Port City SELPA allocation plan
- Monitor the effectiveness and equitability of the allocation plan

### Community Advisory Committee (CAC)

The Community Advisory Committee (CAC) is a collaborative partnership composed of parents of children with special needs, parents of general education students, educators, and community agencies working together to support activities on behalf of students with special

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needs. The purpose of the CAC is to promote communication between parents, schools, and public agencies and to encourage parents to provide input to the Port City SELPA governing body regarding the development and implementation of the Local Plan for special education. The CAC members also participate in the special education program review and assist in the development of parent information materials and awareness activities which promote understanding of disabling conditions. SUSD and each charter LEA shall select one parent representative who is the parent of a child with a disability to participate in the Special Education Community Advisory Committee (CAC). Parent members shall each serve a term of two years on a staggered schedule. The majority of members shall be parents of children with special needs. The SELPA Executive Director serves as the coordinator of the CAC and the CAC's liaison to the Superintendent/CEO Council. To ensure the opportunity for full participation, alternate methods of participation will be offered, along with translation when requested. Scheduled meetings of the CAC will take place quarterly. Summaries of meetings shall be transmitted to the full membership of the SELPA Superintendent/CEO Council.

The CAC works with families to:

- Provide an open forum for discussion and guest speakers at CAC meetings
- Encourage community involvement in the development and review of the local plan for special education
- Provide parent education as well as support for parents and students
- Increase awareness of available resources
- Support activities on behalf of children with special needs
- Keep families of students with special needs connected with their neighborhood and community

The CAC meetings are subject to California Open Meeting laws, specifically the Brown Act (Government Code §§54950-54963), which requires that members conduct business at properly noticed and agendized public meetings.

Executive SELPA Director:

The SELPA Executive Director's role is to serve as the coordinator for the Port City SELPA-wide

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special education Local Plan area. The responsibilities of this role include planning, organizing, advising, and assisting in the delivery, administration, and coordination of special education and related services in the geographic area described as the Port City SELPA. The SELPA Executive Director's duties include, but are not limited to:

- Share information, as appropriate, with Superintendent/CEOs, Directors of Special Education, the Steering Committee, the Fiscal Committee, and CAC
- Support and provide assistance with implementation of the State Systemic Improvement Plan (SSIP), including alignment of supports and services provided to local educational agencies (LEA) that benefit students with Disabilities (SWD) in order to improve outcomes
- Support alignment of SSIP with state improvement efforts under the Local Control Funding Formula and Local Control and Accountability Plan, including support and participation with statewide system of support

Coordinate Port City SELPA-wide special education compliance monitoring reviews conducted/implemented by the California Department of Education (CDE)

- Serve as liaison with the California Children's Services, Regional Centers and any other agency in accordance with adopted inter-agency agreements
- Support alternative ways to resolve disputes as a proactive approach prior to state and federal procedures

Implement programs and services that promote positive parent and professional partnerships such as parent support systems and the Family Resource Center, a website, and community outreach activities

- Provide support and technical assistance to member LEAs
- Submit all required data to the County Office and/or California Department of Education
- Coordinate meetings with nonpublic schools' personnel to determine educational costs and recommend a Master Contract and rate schedule for use by member LEAs
- Participate in state and local collaborative SELPA directors' meetings
- Coordinate all services for infants and toddlers in California's Early Start Program and administer the funding of this program
- Oversee the Low Incidence Committee
- Coordinate the Port City SELPA-wide data system and CALPADS reports

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- Keep the member LEAs informed of current trends, best practices, and innovation approaches via participation on advisory committees, conferences, and a review of the literature

ember LEA

Each LEA member is responsible for providing the leadership for implementing the Local Plan within their LEA. Specifically, the Superintendent/CEO of each participating LEA member shall be responsible for the administration of all special education programs under the jurisdiction of their governing board as well as submission of proposed policies by the Superintendents/CEO Council to their governing boards with appropriate recommendations. Each charter LEA is responsible for ensuring the implementation of policies and procedures adopted by the Port City SELPA. The role of each member LEA includes, but is not limited to:

- Offer a continuum of special education and related services in the Least Restrictive Environment (LRE)
- Provide qualified staff to implement the service requirements indicated on each student's Individualized Education Plan (IEP) and provide all necessary accommodations or modifications required
- Implement the policies and procedures of the Port City SELPA Local Plan
- Meet targets towards the Annual State Performance Plan Indicators
- Complete of any corrective actions required by ruling of California Department of Education, Office of Administrative Hearings, or Office of Civil Rights, as required
- Utilize the Port City SELPA Alternative Dispute Resolution (ADR) procedures as appropriate to resolve IEP related issues at the lowest level
- Address ongoing concerns and needs of the Port City SELPA, including implementation of evidence-based practices, innovative approaches to address the needs of students, or utilization of various technologies to support student learning
- Maintain and provide data required by the SELPA to meet local, state, or federal reporting requirements
- Participate in professional development and training
- Implement Positive Behavior Intervention Systems (PBIS)
- Utilize a schoolwide intervention system (e.g. MTSS) to support student's academic or

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behavioral needs

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

The function of the Port City SELPA governance and administrative structure is to ensure that participating agencies provide a quality educational program appropriate to the needs of each eligible child with a disability who is served by the SUSD LEA. Further, the Port City SELPA governing body will ensure all programs and services are operated in a cost effective manner consistent with the Allocation Plan and in accordance with the provisions of California Education Code (EC) §56700 et seq, the Federal Individuals with Disabilities Education Act (IDEA), all other laws and policies, and the procedures of the Port City SELPA.

The policy making process will be inclusive of all LEA members through a decision-making framework that ensures clear understanding of who has responsibility for which parts of a decision. This framework will guide the major decisions related to policies, regulations, fiscal allocations, and the Local Plan. In this process, the CAC will provide input on special education issues; the Steering Committee will reach consensus on recommendations for the Port City SELPA Governing Council; the Fiscal Committee will review fiscal items and provide input to the Port City SELPA Governing Council, which includes the Port City SELPA Executive Director, who owns the decision in the policy making process. Policies specific to special education developed by the Port City SELPA governance bodies become the operating policies for each LEA member. The Port City Governing Council "Council" serves as the governing board of the Port City SELPA with all actions taken by the "Council" serving as the official position of the Port City SELPA and all of its member LEAs.

To ensure equity, each member LEA and the SUSD, inclusive of its dependent charter schools, shall have one vote per CDS code and the SUSD, inclusive of its dependent charter schools, shall have a number of votes equal to the total the number of charter LEA members of the Port City SELPA.

4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan:

coordinated system to ensure all students with disabilities will have access to appropriate special education programs and related services. The COE or designee assures the Local Plan is posted on the Port City SELPA and LEA member websites.



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

Dependent charters within the LEA member, Stockton Unified School District, have the same access to the provision of special education and related services to students with disabilities, per the Local Plan. Requests for new Independent Charter memberships into the Port City SELPA will be considered. For the year 2022-2023, SUSD will be considered a LEA member of the Port City SELPA and agrees to the Port City SELPA governance structure, Allocation Plan, and the policies and procedures embedded in this Local Plan. This agreement will be certified in SUSD's Board approved and signed Assurance document.

In the event a newly joined charter LEA wishes to choose another SELPA option, that charter LEA must provide notification to "opt out" of the Port City SELPA by April 1st of the year prior to first opening. It will be the responsibility of the "opting out" LEA to notify the Authorizer (the SUSD) of acceptance into a SELPA, as required for the provision of Special Education and Related Services.

**6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan:**

Port City SELPA develops the Local Plan with the cooperation of a committee of representative special education and regular education teachers, administrators and with the CAC Chair. City SELPA provides presentations to the CAC meetings on the Local Plan overview and provides opportunities for input and questions. Members of the Local Plan Committee including CAC representation meet with the CAC Group three times during the process. The CAC follows the process to verify that the local plan has been reviewed by the Community Advisory Committee (CAC) and that the committee had at least 30 days to conduct the review before submission of the local plan to the Port City Governing Council. This process is in alignment with the new Requirements of AB 1808:

- Beginning July 1, 2020, a SELPA must review its local plan at least once every three years, and update the plan as needed to ensure information contained in the Governance and Administrative section remains relevant and accurate. (California Education Code [EC] Section 56195.9).

Revisions to the local plan Governance and Administration (Section B) must be reviewed by the CAC, county office of education (COE), and must be adopted by each local educational agency's (LEA's) governing board prior to being submitted to the CDE for approval consideration.

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7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC:

The Port City SELPA will continue to meet twice yearly with the representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC to review requirements of AB 1808. The group will serve as an advisory to the Port City Governing Council with any changes needed prior to the annual approval process.

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan:

Stockton Unified School District (SUSD) will serve as the Administrative Unit for the Port City SELPA, and is responsible for the receipt and distribution of special education funds to District and member Charter LEA accounts designated for the operation of special education programs and services and to accounts exclusively designated for Port City SELPA use. The Administrative Unit works in collaboration with the Port City SELPA to certify distribution of funds pursuant to the Allocation Plan, which has been approved by the Port City Governing Council, and to meet all applicable local, state and federal requirements and regulations. The Administrative Unit assists in the employment of staff, who will serve "on assignment" to Port City SELPA, to support SELPA functions.

9. Describe the contractual agreements and the SELPA's system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan:

The SUSD LEA has joined Port City SELPA in a cooperative effort and has agreed to provide for the coordinated delivery of programs and services for students with disabilities who require special education and who are within the region served by the local plan. The SUSD LEA will provide assurance of equal access to appropriate programs and services for those students who require them and shall comply with all State and Federal laws and regulations. Pursuant to the provisions of California Education Code 30 EC 56220, the Port City SELPA shall receive and provide administrative support and coordinate the implementation of the Local Plan.

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The Local plan provides funding, per the Port City SELPA Educational Allocation Plan, to the SUSD LEA so that it may appropriately provide for all the students with special education needs attending its schools. This obligation can be met in several ways, which may include:

- \*Appropriately credentialed staff hired by the SUSD LEA
- \*●Contracts with approved Nonpublic School/Agency

These methods of providing necessary services may be used by a single school in Port City SELPA, or several schools within the Port City SELPA could join together to provide the services.

The SUSD LEA shall be responsible for the cost of placement above the AB 602 funding structure for providing special education services to any student placed through the IEP team process in a NonPublic School (NPS) operated program. The SUSD LEA shall not be responsible for the excess costs for students with disabilities enrolled in another LEA through any options available to all students (i.e. interdistrict transfers and enrollment of school/charter of choice).

10. For multi-LEA local plans, specify:

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

Each member LEA's governing board is involved in the policy making process through the Superintendent/CEO or designee. Member LEA governing boards have the responsibility to assure that there are program options available to all students with disabilities. The Superintendent/CEO member shall be responsible for informing the LEA governing board of updates and changes to the Port City SELPA policies and procedures. Member LEA governing boards make policy and procedural decisions for programs and services operated by their respective districts LEAs. Member LEAs are responsible for compliance and due process issues for programs which they operate.

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

Each member LEA Superintendent/CEO or designee shall represent the LEA as a member of the Port City SELPA Governing Council. The Superintendent/CEO or lead administrator of each participating LEA member shall be responsible for:

\*The LEA as a member of the Port City Governing Council

- \*The administration of all special education programs under the jurisdiction of their governing board

- \*The submission of proposed policies by the Port City Governing Council to their governing boards with appropriate recommendations

board

- \*The submission of proposed policies by the Port City Governing Council to their governing boards with appropriate recommendations

- \*The implementation of policies and procedures adopted by the Port City SELPA

\*Ongoing collaboration with the Port City SELPA Executive Director and various committees

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

Each member LEA shall continue to be responsible to their governing bodies for the administration of programs located within their LEA and for compliance with this Local Plan. These responsibilities include the following:

- \*Inform governing bodies of all aspects of the Port City SELPA Local Plan for Special Education

- \*Recommend policies to their governance bodies for adoption addressing legal requirements and issues of concern to the member agencies of the Port City SELPA

- \*Implement and administer policies recommended by the Port City Governing Council and adopted by the governing body of the member LEA

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\*Administer all special education programs under the jurisdiction of their governing board

- \*Submit proposed policies of the Port City Governing Council to their governing boards with appropriate recommendations

- \*Implement policies and procedures adopted by the Port City SELPA

- \*Collaborate with the Port City SELPA Executive Director and committees necessary to implement the Local Plan

- \*Meet quarterly, or as needed, throughout the school year relative to their needs, as appropriate

- \*Administer all special education programs under the jurisdiction of their governing board

- \*Submit proposed policies of the Port City Governing Council to their governing boards with appropriate recommendations

- \*Implement policies and procedures adopted by the Port City SELPA

- \*Collaborate with the Port City SELPA Executive Director and committees necessary to implement the Local Plan

- \*Meet quarterly, or as needed, throughout the school year relative to their needs, as appropriate

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

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

The Executive Director is a role of the Port City SELPA office and not a position within a department of the Administrative Unit (AU). The role of the Port City SELPA Executive Director is to serve as the administrator with oversight of the process to hire, supervise, evaluate, and discipline Port City SELPA staff. The Administrative Unit serves as the employer of the Port City SELPA Executive Director and Port City SELPA staff. The Port City SELPA Executive Director shall be evaluated annually by the Port City Governing Council for continued assignment in the position.

The role of the AU (SUSD) is to support the recruitment and hiring process of personnel required by the Port City SELPA to implement the Local Plan. The Port City SELPA follows the hiring procedures of the Administrative Unit. (AU). The hiring process for any positions of the

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Port City SELPA shall be open to candidates who meet the qualifications and requirements of the position from the SUSD, the member LEAs or other qualified candidate pool. A hiring committee will be convened for any open position(s) and will consist of the members of Port City SELPA. The Port City SELPA and the LEA member Superintendent/CEO or their designees shall serve as the Selection Committee. Following a standard interview process, the committee will make a final recommendation for hire to the Port City SELPA Executive Director. Individuals selected will be considered employees of the AU.

The role of the administrators of each individual LEA member is to hire, supervise, evaluate and discipline their own staff responsible for the provision of special education and related services. The Directors of Special Education and Special Education personnel shall be employed by and responsible to the SUSD or member LEA that employs them. Each member LEA will follow its own personnel policies, as well as its policies and procedures for supervision and evaluation of staff.

Any personnel needs of the Port City Local Plan area will be guided by the Allocation Plan and current needs of the members of the Local Plan Area. Staff employed by the AU in support of the Local Plan includes the Executive Director and Port City SELPA staff. The evaluation of the Port City SELPA staff is the responsibility of the Port City SELPA Executive Director. The Port City SELPA Executive Director may recommend the employment of Port City SELPA staff necessary to implement the Local Plan. Port City SELPA staff may be employed to support specific functions as directed by the Port City SELPA Executive Director. Staff may be necessary to provide the following which may include, but is not limited to:

- \*staff development
- \*teacher support
- \*program/curriculum development for special education
- \*collaboration
- \*processing referrals
- \*site level support

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

Federal and state special education funds shall be received by the Administrative Unit (the SUSD) and allocated to the Port City SELPA (the Responsible Local Agency) in accordance with the policies and procedures adopted by the Port City Governing Council. Special Education funds shall be distributed to the Port City SELPA LEA members, per the approved Allocation Plan. The Port City Governing Council shall adopt the policies for the allocation of special education funds to member LEAs that assures access and availability of services to all eligible students within the Port City SELPA. Any changes to the allocation of federal and state special education funds shall be made by the Port City Governing Council.

The governing boards of the member LEAs participating in the Port City SELPA have authorized the Port City Governing Council to be the designated authority to determine the distribution of federal and state special education funds on behalf of the LEA superintendents or equivalent administrators. The Port City SELPA Executive Director is responsible to assure that the funds are distributed in accordance with the Port City SELPA's funding Allocation Plan.

The Port City SELPA shall be responsible for the distribution of special education funds according to policies, procedures and the Funding Allocation Plan which includes Local, State and Federal funds; Local Assistance grants; and, any other additional sources of revenue received by the Port City SELPA. To assure access to a full range of program options, services may be provided through funds allocated to a district of residence, to a member LEA, including the SUSD and other LEA members, or to the Port City SELPA to assure access to a full range of program options. Regionalized services and program specialist funds shall be allocated to the Port City SELPA to support regionalized services and other administrative costs to operate the SELPA.

Any grant funds received by the Port City SELPA follow the guidelines and required procedures for distribution of the grant. Such grants may include: Preschool, Early Intervention Part C, Infant Discretionary, Personnel Development for Special Education Local Plan Areas, Low Incidence Equipment and Services, WorkAbility, Transition, Pre-kindergarten Staff Development and Alternative Dispute Resolution. Appropriate accounting records shall be maintained in accordance with state and federal requirements and any reports requested shall be submitted in a timely manner.

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### c. The operation of special education programs:

Each member LEA of the Port City SELPA will be responsible for operating the special education programs and services required to meet the needs of students eligible under the IDEA. The SELPA's role is not to operate programs but to coordinate resources and ensure program quality. Both State and Federal law provides that students with exceptional needs are entitled to a free, appropriate public education (FAPE) that includes special education and related services to meet their unique needs in the least restrictive environment (LRE). Each Port City SELPA member must ensure the Child Find requirement of the IDEA is met. All children within the Local Plan area who have disabilities, regardless of the severity of their disability, and who are in need of special education and related services, will be identified, located, and evaluated. Each member LEA is obligated to provide a full continuum of services to eligible students who are entitled to them.

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

It is the role of the Port City SELPA to monitor the appropriate use of funds allocated for special education programs, including federal, state, and local funds. Per the requirement that SELPAs report expenditures to the CDE, each LEA will annually provide the Port City SELPA with the independent financial audit report. This report is due to the Port City SELPA on or before December 20th of each year, unless an extension has been granted by the State Controller's Office. In that case, an extension will be granted to the LEA as well. Each Port City SELPA member agrees to provide the Port City SELPA with copies of any and all State Controller's Office communications received regarding audit corrective actions and a corrected audit report, if applicable.

The Port City SELPA shall be notified by any member LEA which may be the subject of an investigation by any federal, state, or local agency, including but not limited to the Fiscal Crisis Management and Assistance Team (FCMAT) arising out of or related to allegations of fiscal mismanagement, failure to meet generally accepted accounting principles, or any violation of a provision of law. The LEA shall provide the Port City SELPA with a copy of any written correspondence received related to a matter under investigation.

The LEA Superintendent/CEO or equivalent administrator of each LEA receiving funds distributed to them by the Port City SELPA through the Allocation Plan is responsible for monitoring the appropriate use of federal, state and local funds allocated to the LEA. Each member LEA that receives federal grant "pass-through" allocations from the Port City SELPA, shall complete and accurately report proposed budget expenditure plans and other required information.

The Port City SELPA Executive Director, with the Administrative Unit (AU), shall be responsible



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for monitoring the appropriate use of all federal funds to ensure allocation for special education programs and services. In the event that a member LEA fails to meet local Maintenance of Effort (MOE) requirement, based on the use of State and Local funds, then the LEA failing to meet MOE will bear the risk of loss of Federal funds.

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

The Port City SELPA provides specialized services, equipment, books and materials to students with Low Incidence Disabilities ages birth through 22 years. Low incidence disabilities include deaf-blind, deaf, hard of hearing, orthopedic impairment and/or visual impairment. Specialized equipment and services will be distributed within the local plan area in a manner that minimizes the necessity to serve eligible students in isolated sites and maximizes the opportunities to serve students in the least restrictive environment utilizing inclusive practices.

The Port City SELPA retains the Low Incidence Funding. A Low Incidence (LI) Committee composed of all SELPA membership will approve specialized equipment purchase or requested specialized services. The Low Incidence Committee will make its determination based on a review of the assessment data and the recommendations of the IEP team. Low Incidence funding is legally the responsibility of the SELPA, including accountability of how the funds are used and reassignment of specialized books, materials, and equipment within the Port City SELPA. To meet this responsibility, a Low Incidence Committee shall be established and composed of knowledgeable educators of low incidence students, district and Port City SELPA representatives. The Port City SELPA Low Incidence Committee is to establish procedures and guidelines for purchases through the Low Incidence fund. The committee shall establish a priority for the use of funds in accordance with State policy.

The Port City SELPA's Assistive Technology (AT) Lab is an additional resource for use by Port City SELPA members. The resources of the AT Lab include:

\*Open Lab Hours for educators

\*Lending Library for a variety of AT/AAC tools to lend out to the educator for short term use

\*Training and Resources for educators related to evidence-based practices, universal design for learning (UDL), technology and access

The Port City SELPA will ensure that each of its LEA members provides the specialized services to students who require them. Low Incidence services may be provided by:

\*Appropriately credentialed specialized staff hired by the LEA

\*Personnel on fee for services basis or MOU with SUSD or another charter LEA

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\*Approved NonPublic Agency (NPA) or NonPublic School (NPS) services

The funds generated by infants (birth to age 3) will be distributed to the district of residence.

**Policies, Procedures, and Programs**

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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

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Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

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Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

### 12. Interagency: 20 USC Section 1412(a)(12)

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

### 13. Governance: 20 USC Section 1412(a)(13)

Policy/Procedure Number:

Document Title:

Document Location:

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

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☒ Yes ☐ No

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**14. Personnel Qualifications**

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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stated:

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

**19. Public Participation: 20 USC Section 1412(a)(19)**

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

"It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to



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comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

**Administration of Regionalized Operations and Services**

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

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

Reference Number:

Document Title:

Document Location:

The regional governance and administrative structure of the Port City SELPA Local Plan is composed of:

- \* Superintendent/Chief Executive Officer (CEO) Council
- \* Steering Committee
- \* Fiscal Committee
- \* Community Advisory Committee

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Description:

\* Port City SELPA Executive Director

\* LEA Members

The SELPA Executive Director serves as the chief administrator and instructional leader for all special education programs and related services among all LEA's within the Port City SELPA region.

It is the function of the multi-member Port City SELPA regional governance and administrative structure to ensure that participating agencies provide a quality educational program appropriate to the needs of each eligible child with a disability who is served by the SUSD and Charter LEA(s); and, that all such programs are operated in a cost effective manner, consistent with the funding provisions of California Education Code (EC) §56700 et seq, the Federal Individuals with Disabilities Education Act (IDEA), and all other laws, policies, and procedures of the Port City SELPA. Each LEA shall be responsible for adoption and implementation of the Local Plan.

Stockton Unified School District shall serve as the AU for the Port City SELPA. The Port City SELPA staff implements the policies and decisions that are enacted by the regional governance and administrative structure of the Port City SELPA.

Regionalized services shall include, but not be limited to:

\* interagency coordination and development of agreements

\* nonpublic school/agency coordination and development of Master Contracts on behalf of member LEAs and uniform procedures for Individual Service Agreements

\* provision of Port City SELPA Program Specialist services, and

\* evaluation, program review, and data collection.

2. Coordinated system of identification and assessment:

Reference Number: BP 6164.4, AR 6164.4

Document Title: Coordinated System for Referrals; Child Find

Document Location: 1541 E. March Lane, Ste. A, Stockton, CA 95210

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Description:

The Port City SELPA implements a coordinated system of identification and referral to provide for meeting the legal requirements of each LEA to actively and systematically seek out all individuals with exceptional needs, from birth to 21 years of age, including children not enrolled in public school programs, students that attend private schools, highly mobile individuals with exceptional needs, such as students who are migrant or homeless; students who are advancing from grade to grade even though they are suspected of being an individual with exceptional needs and has a need of for special education and related services; and, students who are wards of the State.

3. Coordinated system of procedural safeguards:

Reference Number:

Port City SELPA Procedure Manual

Document Title:

Procedural Safeguards

Document Location:

1541 E. March Lane, Ste. A, Stocton, CA 95210

PROCEDURAL SAFEGUARDS

Parents of children with disabilities from ages three through twenty-one have specific educational rights under the Individuals with Disabilities Act (IDEA). These rights are called Procedural Safeguards. Individuals serving as surrogate parents and adult students aged eighteen and over who receive special education services are also entitled to these Procedural Safeguards.

The Port City SELPA maintains a copy of the "Notice of Procedural Safeguards and Parents' Rights" in the SEIS Document Library.

A copy of the "Notice of Procedural Safeguards and Parents' Rights" must be offered to the parent a minimum of one time yearly. Best practice suggests giving it to the parent to review at the start of every IEP meeting. The member LEA/district should ensure the parent(s) understands the notice by inquiring as to whether parent(s) have any questions or would like further clarification and document the receipt on the signature page of the IEP.

Member LEAs/districts must provide the parents of a child with a disability with notice of the procedural safeguards at least once every

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Description:

year. A copy must also be provided to parents:

- \* Upon initial referral or parental request for evaluation
- \* When sending out an Assessment Plan and/or Prior Written Notice
- \* Upon receipt of the first state complaint in the school year
- \* Upon receipt of the first due process complaint in the school year
- \* In accordance with disciplinary procedures
- \* Upon parental request

Under IDEA, the procedural safeguards notice must be:

Written in a language understandable to the general public; and provided in the native language of the parent or in another mode of communication that is used by the parent, unless it is clearly not feasible to do so as per §300.503(c).

If the native language or other mode of communication used by the parent is not a written language, then the school must take steps to ensure:

- \* The notice is translated orally or by other means to the parent in his or her native language or other mode of communication;
- \* The parent understands the content of the notice; and
- \* There is written evidence that these requirements have been met as per §300.503(c)

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

Reference Number:

Local Plan

Document Title:

Local Plan

Document Location:

1541 E. March Lane, Ste. A, Stockton, CA 95210

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Description:

The Port City SELPA member LEAs acknowledge that any teacher assigned to serve students with disabilities shall possess an appropriate credential or other authorization issued by the Commission on Teacher Credentialing (CTC) that specifically authorizes him/her to teacher students with their primary disability within the program placement recommended in the students' individualized education program.

To continue enhancing innovative approaches for supporting the needs of complex learners to improve student outcomes, the Port City SELPA and its LEA members, along with input from parents via the Community Advisory Committee, regular and special education staff, and administrators, will develop joint strategies for staff development and leadership development, and trainings for parents and guardians. Additionally, will develop a joint Port-City SELPA-wide teacher preparation pathway to Education Specialist Certification.

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

Reference Number:

Local Plan

Document Title:

Local Plan

Document Location:

1541 E. March Lane, Ste. A, Stocton, CA 95210

Description:

Each LEA acknowledges that, unless provided in a student's IEP, in order for students with disabilities to meet high academic standards and to fully demonstrate their conceptual and procedural knowledge and skills in mathematics, reading, writing, speaking and listening (English language arts), their instruction must include:

\*all required core curriculum, including state adopted core curriculum textbooks and supplementary books; and

\* must incorporate supports and accommodations, including:

- > supports and related services designed to meet the unique needs of these students and to enable their access to the general education curriculum;
- > an Individualized Education Program (IEP) which includes annual

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goals aligned with and chosen to facilitate their attainment of grade-level academic standards; and

> teachers and specialized instructional support personnel who are prepared and qualified to deliver high-quality, evidence-based, individualized instruction and support services.

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

Reference Number: Local Plan

Document Title: Local Plan

Document Location: 1541 E. March Lane, Ste. A, Stockton, CA 95210

Description:

The Port City SELPA's guiding purposes are to assure access to a full continuum of special education and related services for individuals with exceptional needs residing within the geographic areas served by the Local Plan; and, to ensure compliance with all federal and state laws, codes, statutes, and regulations.

The internal program review, evaluation of the effectiveness of the Local Plan, and implementation of the Local Plan accountability system will be a collective coordinated effort by the Port City SELPA regional governance and administrative structure, the Port City SELPA Executive Director, the Port City SELPA Program Specialist, and LEA members.

Role of the Port City SELPA regional governance and administrative structure: will be responsible for adopting policies relating to the Local Plan and ensure that participating agencies provide a quality educational program appropriate to the needs of each eligible child with a disability who is served by each LEA member, and adopt the Port City SELPA Budget and Service Plans.

Role of the Port City SELPA Executive Director: will provide technical assistance; special education compliance and monitoring support; provide assistance with implementation of the State Systemic Improvement Plan (SSIP), including alignment of support and services provided to LEAs that benefit students with disabilities; and meet regularly with LEA special education administrators to monitor

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implementation of the Local Plan.

Role of the Port City SELPA Program Specialist: will provide direct instructional support/teacher coaching and modeling, and coordination of curricular resources; academic, social-emotional, and behavior, to assist with educational accountability.

Role of the LEAs: will provide the leadership for implementing the Local Plan within their LEA. The LEAs will determine their needs for curriculum development, alignment with the core curriculum, and professional development. Additionally, the LEAs will regularly review policies and procedures with staff and provide guidance for the implementation of the Local Plan.

### 7. Coordinated system of data collection and management:

Reference Number:

Local Plan

Document Title:

Local Plan

Document Location:

1541 E. March Lane, Ste. A, Stocton, CA 95210

Description:

The Port City SELPA coordinates program review across LEAs, conducts evaluations, and supervises data collection and development of the Port City SELPA-wide data system and CALPADS reports, and reporting at the state level.

### 8. Coordination of interagency agreements:

Reference Number:

Local Plan

Document Title:

Local Plan

Document Location:

1541 E. March Lane, Ste. A, Stocton, CA 95210

Procedures for obtaining Related Services provided by another agency:

The Port City SELPA has interagency agreements with California Children's Services (CCS) and Valley Mountain Regional Center (VMRC). CCS provides occupational therapy and physical therapy when it is medically necessary and meets eligibility criteria. VMRC provides various support services to eligible clients based on an application process.



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Description:

Assurance of services when another agency fails to provide related services:

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

Agency participation in an IEP which addresses post secondary transition:

Section 300.21 (b)(3) states:

"To the extent appropriate, with the consent of the parents or a child who has reached the age of majority, in implementing the requirements of paragraph (b)(1) [Transition services participants] of this section, the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services."

- a) LEAs shall invite potentially responsible participating agencies to most IEPs that relate to transition
- b) LEAs shall obtain consent from the parents/student prior to inviting possible responsible parties
- c) LEAs shall document:
  - \* attempts to gain permission from the parents/student to invite possible participating agencies
  - \* invitation of participating agencies

9. Coordination of services to medical facilities:

Reference Number:

Local Plan

Document Title:

Local Plan

Document Location:

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Description:

The LEA in which the hospital is located is responsible for providing the service. The sending district shall cooperate in sending pertinent school records to the LEA.

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

Reference Number:

Document Title:

Document Location:

Description:

The Port City SELPA has made provisions for service delivery to hospitalized individuals with disabilities, individuals in Licensed Children's Institutions (LCIs), and foster homes.

The LEA in which the foster home or LCI is located is responsible for providing the service. The sending district shall cooperate in sending pertinent school records to the LEA.

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

Reference Number:

Document Title:

Document Location:

Description:

The California Department of Education (CDE) requires each SELPA to collect specified data and transmit it.

The Port City SELPA shall collect, prepare and submit all information required by the CDE, Special Education Division, including statistical data, program information, and fiscal information related to the programs and services for children with disabilities in the Port City SELPA in accordance with established timelines.

The Port City SELPA maintains a data collection and storage system that provides for the management and reporting of required data for state and federal systems. The Port City SELPA coordinates with California Longitudinal Pupil Achievement Data System (CALPADS) to collect and report all required data related to special education program services, and to provide other pertinent information.

Port City SELPA staff support member LEAs in the collection and reporting of required information including data related to compliance, due process procedures, availability of services, performance indicators,

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etc. The Port City SELPA staff provide support for a system that is responsive to the data needs of the LEAs and implements a continuous improvement model of data collection.

### 12. Fiscal and logistical support of the CAC:

Reference Number:

Document Title:

Document Location:

Description:

The Stockton Unified School District shall serve as the AU. The AU will perform functions for the Port City SELPA such as receipt and distribution of funds, employment of staff to support SELPA functions, provision of administrative support, and coordination of the implementation of the Local Plan.

Changes or amendments to the approved Port City SELPA Local Plan may be considered during the annual service and budget plan process. The Port City SELPA governance and administrative structure can adopt amendments to the approved Local Plan on an interim basis, not to exceed one year. Amendments approved in this manner would become permanent upon subsequent approval by all LEA governing boards and the California State Board of Education. The Port City SELPA governance and administrative structure will approve individual policy changes.

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

Reference Number:

Document Title:

Document Location:

The Port City SELPA ensures that appropriate transportation services are provided for students with disabilities as specified in their Individualized Education Program (IEP) or accommodation plan. LEAs shall make transportation available for students at no cost to parent/guardian when specified as a related service in the student's IEP. The LEA shall establish criteria and procedures for determining the most appropriate mode of transportation for an individual student based on

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Description:

identified needs as determined in the IEP or accommodation plan. LEA shall arrange transportation schedules so that students with disabilities do not spend an excessive amount of time on buses compared to other students. Arrivals and departures shall not reduce the length of the school day for these students except as may be prescribed on an individual basis. The LEA shall establish procedures to ensure compatibility between mobile seating devices and bus securement systems.

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

Reference Number:

Local Plan

Document Title:

Local Plan

Document Location:

1541 E. March Lane, Ste. A, Stockton, CA 95210

Description:

The Port City SELPA is required to coordinate career and vocational education and transition services. The Port City SELPA provides coordination by:

- \* partnering with state and local agencies for career and vocational education;
- \* administering a WorkAbility-1 grant to provide instruction and experiences that reinforce core curriculum concepts and skills leading to gainful employment for students
- \* supporting LEAs in implementing transition services in the IEP; and
- \* ensuring appropriate interagency agreements are in place to facilitate connection to agencies, as appropriate.

15. Assurance of full educational opportunity:

Reference Number:

Local Plan

Document Title:

Local Plan

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Document Location: 1541 E. March Lane, Ste. A, Stockton, CA 95210

Description:

It shall be the policy of each LEA that all children with disabilities have access to the full continuum of educational programs, be educated with individuals who are nondisabled, including the provision of nonacademic and extracurricular services and activities.

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

Reference Number: Local Plan

Document Title: Local Plan

Document Location: 1541 E. March Lane, Ste. A, Stockton, CA 95210

Description:

Stockton Unified School District (SUSD) will serve as the Administrative Unit (AU) for the Port City SELPA, and is responsible for the receipt and distribution of special education funds to each member LEA account designated for the operation of special education programs and services, and to accounts exclusively designated for Port City SELPA use. The AU works in collaboration with the Port City SELPA to certify distribution of funds pursuant to the Allocation Plan, which has been approved by the Superintendent/CEO Council, and to meet all applicable local, state and federal requirements and regulations. The Port City SELPA, the AU and each LEA shall establish appropriate record-keeping procedures in accordance with state and federal requirements, maintain accurate fiscal accounting records, and prepare and submit required accounting records in a manner that facilitates required audits by a Certified Public Accountant.

The Port City SELPA is designated as the responsible local agency (RLA) for the administration and implementation of the Local Plan, including the provision of a continuum of program options and services. Port City SELPA shares responsibility for fiscal administrative support and for coordination and implementation of the approved Allocation Plan.

The Port City SELPA is required to develop an Annual Budget Plan. The AU Governing Board shall conduct the public meeting as required. The purpose of the Annual Budget Plan is to provide the public with an

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overview of the resources available as allocated within the SELPA.

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

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

Reference Number: Local Plan

Document Title: Local Plan

Document Location: 1541 E. March Lane, Ste. A, Stocton, CA 95210

Description:

The Port City SELPA includes services by a program specialist as part of the regionalized services. Program specialists provide a range of services including, but not limited to:

- \*provide consultation and assist regular and special education staff;
- \*coordinate curricular resources, plan programs, and share in the evaluation of program effectiveness for children with disabilities;
- \*assist with program development and innovation of special methods and approaches;
- \*participate in IEP team meetings when technical assistance is requested;
- \*consult with principals and administrators who operate special education programs; and
- \*provide or assist with staff development trainings, and parent and community member informational workshops.

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**Special Education Local Plan Area Services**

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

Reference Number:	Local Plan
Document Title:	Local Plan
Document Location:	1541 E. March Lane, Ste. A, Stocton, CA 95210
Description:	It is the intention of the Port City SELPA to provide a continuum of services to all students with disabilities residing within the geographic region of the Port City SELPA. Access to services is through each of the LEA. The LEAs will adhere to Port City SELPA policies and procedures to assure that students will have appropriate services provided in the least restrictive environment. This includes individuals ages birth to 22.

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

Reference Number:	Local Plan
Document Title:	Local Plan
Document Location:	1541 E. March Lane, Ste. A, Stocton, CA 95210
Description:	It shall be the policy of each LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are made available to the general public, including individuals with disabilities and parents of the children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.

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

Reference Number:	Port City SELPA Assurances
Document Title:	ort City SELPA Additional Assurances

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Document Location: 1541 E. March Lane, Ste. A, Stocton, CA 95210

Description:

If a LEA disagrees with a decision or practice of another LEA, the Port City SELPA office, or the AU, that LEA has responsibility to discuss and attempt resolution of the disagreement with the party, or parties, directly involved. The parties involved will present the issues to their respective superintendents, or designees, who will attempt to resolve the matter. Either party may request the direct assistance of the Port City SELPA Executive Director or the services of a neutral mediator from outside the Port City SELPA. In the event the issue has not been resolved, either party may request that the issue be placed on the Governing Council agenda. The decision of the Governing Council shall be final.

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

Reference Number: Port City SELPA Procedure Manual

Document Title: Pre-Referral Process

Document Location: 1541 E. March Lane, Ste. A, Stocton, CA 95210

PRE-REFERRAL PROCESS

Parents will be contacted whenever there is a concern about their child's academic or behavioral performance. Concerns may be addressed in a Student Study Team (SST) Meeting. This meeting may be initiated by school staff or parents/guardians or the student. During the SST meeting, the Student Study Team can document concerns and which strategies are being implemented or will be implemented to attempt to address the student's concerns related to their learning. Areas that are important to discuss and document during the SST meeting are:

- \* Developmental/medical history
- \* Attendance/school enrollment history
- \* Review of vision, hearing, speech and language screenings



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Description:

\* Behavior and Academic Performance and results of any interventions

Although a referral for special education assessment may be initiated by a Student Study Team (SST), parent, teacher, student or other person with knowledge of the student, current law requires that all options in the general program be implemented before referral to special education. These options may include, but are not limited to, the following:

\* Accommodations within the general education program

\* Research-based instructional strategies and interventions, including universal screening, "tiered" interventions, progress monitoring and problem solving teams within the general education program (Response to Intervention (RTI) or Multi-Tiered Systems of Support (MTSS) model) Consultation with appropriate staff

\* Referral to alternative programs within the member LEA/district

\* Referral to professional and/or agencies outside of the member LEA district (at a cost to the member LEA/district)

All options are to be explored and documented by the general education staff prior to a referral for special education. The procedure to be followed when a student is first seen as having difficulty will be the responsibility of the general education staff.

When all of the resources of general education have been exhausted, the student may be referred for special education consideration.

In the event that a parent makes a written request for a special education evaluation, the member LEA/district must respond within 15 days. Should the member LEA/district determine testing is merited, they would respond by sending an assessment plan and a Prior Written Notice (PWN) along with Procedural Safeguards.

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

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Reference Number:

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Document Title:

Local Plan

Document Location:

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Description:

Each LEA that contracts with a nonpublic, nonsectarian school shall evaluate the placement of its pupil(s) in such schools on, at least, an annual basis as part of the annual IEP review. Prior to placement of a pupil, the LEA/Port City SELPA that enters into a master contract with an NPS shall conduct an onsite visit if the LEA does not have any pupils enrolled at the school at the time of placement. The LEA representative shall review the master contract, the individual services agreement, and the IEP to ensure that all services agreed upon and specified in the IEP are provided. Nonpublic, nonsectarian schools are required by the master contract and the IEP to annually evaluate the students to determine if they are making appropriate educational progress. The LEA representative shall collaboratively review with the nonpublic, nonsectarian school the evaluations conducted by the nonpublic, nonsectarian school to ensure that they were appropriate and valid for assessing pupil progress. The LEA may choose to administer additional assessments as necessary, with parent consent, to determine whether the pupil is making appropriate educational progress. The NPS is to include in its certification application documentation that it will train staff who will have contact or interaction with pupils during the school day as well as information regarding the credentials/degrees/license and experience of the administrator of the NPS. The Port City SELPA can act as a liaison between the NPS and placing agency/LEA to support supervision and monitoring to:

\*evaluate the educational progress of each pupil in a nonpublic, nonsectarian school, including all state assessment results;

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

\*monitor progress toward attaining graduation or a certificate of

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completion.

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

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

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

Reference Number:

Local Plan

Document Title:

Local Plan

Document Location:

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Description:

Free Appropriate Public Education (FAPE):

Every individual with exceptional needs who is eligible to receive special education instruction and related services under the IDEA and state special education laws, shall receive that instruction and those services at no cost to his or her parents or, as appropriate, to him or her. A FAPE shall be available to individuals with exceptional needs in accordance with Section 1412 (a)(1) of Title 20 of the United States Code and Section 300.101 of Title 34 of the Code of Federal Regulations.

Eligible Adults:

Adults who are aged 18 through 21 years, who have not graduated with a high school diploma, who, at the time they turned 18 years were identified as an individual with exceptional needs and had an IEP under the IDEA, are also entitled to a FAPE (hereinafter, "eligible adults"). This applies to adults incarcerated in California adult jails and prisons. However, an individual, aged 18 through 21 years, who, in the

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educational placement prior to his or her incarceration in an adult facility was not identified as an individual with exceptional needs or did not have an IEP under the IDEA, is not entitled to a FAPE.

**District of Residence:**

For eligible adults who prior to reaching the age of majority, resided within the LEA geographic boundaries, the applicable LEA within the Port City SELPA shall ensure they have available to them a FAPE. If the parent relocates to a new district of residence, the new district of residence shall become the responsible LEA. If the student is conserved, the residence of his or her conservator shall control.

Section A: Contacts and Certifications

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**Certification 1**

**Local Plan Section B: Governance and Administration**

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

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

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

☐ Single LEA SELPA    ☒ Multiple LEA SELPA    ☐ COE Joined SELPA

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

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

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

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

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

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

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

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

Section A: Contacts and Certifications

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

<https://www.stocktonusd.net/Page/11867>

**Dr. Francine Baird**

**Jun 27, 2022**

Administrative Entity\*

Date

**Dr. Francine Baird**

**Jun 27, 2022**

SELPA Governance Council or Responsible Individual

Date

**Vincent Hernandez, II**

**Jun 27, 2022**

SELPA Administrator

Date

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

## **LOCAL PLAN**

### **Section D: Annual Budget Plan**

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

California Department of Education

Special Education Division

2022–23 Local Plan Submission

## Section D: Annual Budget Plan

SELPA Port City SELPA

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

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



## Section D: Annual Budget Plan

SELPA

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### TABLE 1

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

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

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

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	<input type="text" value="23,992,402"/>	27.45%
AB 602 Property Taxes	<input type="text"/>	0.00%
Federal IDEA Part B	<input type="text" value="9,051,669"/>	10.35%
Federal IDEA Part C	<input type="text"/>	0.00%
State Infant/Toddler	<input type="text" value="2,147,142"/>	2.46%
State Mental Health	<input type="text" value="2,326,740"/>	2.66%
Federal Mental Health	<input type="text" value="421,181"/>	0.48%
Other Projected Revenue	<input type="text" value="49,479,847"/>	56.60%
<b>Total Projected Revenue:</b>	<b>87,418,981</b>	<b>100.00%</b>

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

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

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

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

Section D: Annual Budget Plan

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**TABLE 2**

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

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

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

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	<input type="text" value="32,659,731"/>	37.36%
Object Code 2000—Classified Salaries	<input type="text" value="19,205,950"/>	21.97%
Object Code 3000—Employee Benefits	<input type="text" value="29,713,711"/>	33.99%
Object Code 4000—Supplies	<input type="text" value="1,306,564"/>	1.49%
Object Code 5000—Services and Operations	<input type="text" value="3,942,011"/>	4.51%
Object Code 6000—Capital Outlay	<input type="text" value="5,521"/>	0.01%
Object Code 7000—Other Outgo and Financing	<input type="text" value="585,493"/>	0.67%
<b>Total Projected Expenditures:</b>	<b>87,418,981</b>	<b>100.00%</b>

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

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

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

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

## Section D: Annual Budget Plan

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### TABLE 3

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

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

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

Revenue Source	Amount	Percentage of Total Funding
Projected State Special Education Revenue	<input type="text" value="28,845,284"/>	33.00%
Projected Federal Revenue	<input type="text" value="9,093,850"/>	10.40%
Local Contribution	<input type="text" value="49,479,847"/>	56.60%
<b>Total Revenue from all Sources:</b>	87,418,981	100.00%

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

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

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

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

- b. ☒ YES ☐ NO

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

## Section D: Annual Budget Plan

SELPA Port City SELPA

Fiscal Year 2022–23

**TABLE 4****Special Education Local Plan Area Expenditures (Items D-10 to D-11)****D-10. Regionalized Operations Budget**

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

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	4,512,675	22.74%
Object Code 2000—Classified Salaries	5,108,740	25.75%
Object Code 3000—Employee Benefits	6,412,447	32.32%
Object Code 4000—Supplies	148,621	0.75%
Object Code 5000—Services and Operations	3,101,383	15.63%
Object Code 6000—Capital Outlay	5,521	0.03%
Object Code 7000—Other Outgo and Financing	553,025	2.79%
<b>Total Projected Operating Expenditures:</b>	<b>19,842,412</b>	<b>100.00%</b>

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

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

Indirect cost.

Section D: Annual Budget Plan

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**TABLE 5**

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

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

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

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

☒ YES ☐ NO

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

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

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

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

119,809

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

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

**Certification 2**

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

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

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

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

☐ Single LEA SELPA    ☒ Multiple LEA SELPA    ☐ COE Joined SELPA

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

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

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

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

C2-2. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

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

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

## Section A: Contacts and Certifications

SELPA

Fiscal Year

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

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

Administrative Entity\*

Date

SELPA Governance Council or Responsible Individual

Date

SELPA Administrator

Date

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

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

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

California Department of Education  
Special Education Division  
2022–23 Local Plan Submission



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LEFT  
BLANK**

SELPA: Port City SELPA

Fiscal Year: 2022–23

**Attachment I—Local Educational Agency Listing****Participating Local Educational Agency Identification**

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

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

**To Add or Delete Rows:**

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

**LEA Membership Changes:**

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

**SELPA County/District/School Codes**

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

## Attachment I

SELPA: Port City SELPA

Fiscal Year: 2022-23

Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	39	68676	0	0	Stockton Unified School District	Vincent II	Hernandez	(209) 933-7120	vincenthernandez@stocktonusd.net	Previously Reported
	2	39	68676	136283	1890	TEAM Charter Academy	Kurtis	Obispo	(209) 462-2282	kobispo@team-charter.org	Transfer To
	3	39	68676	124958	1360	TEAM Charter Schools	Kurtis	Obispo	(209) 462-2282	kobispo@team-charter.org	Transfer To

SELPA: Port City SELPA

Fiscal Year: 2022-23

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

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

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

## Attachment II

SELPA: Port City SELPA

Fiscal Year: 2022-23

**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 2022-23, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 1.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
1	Stockton Unified School District	23,992,402	0	0	9,051,669	2,147,142	2,326,740	421,181	49,479,847	87,418,981
2	TEAM Charter Academy	0	0	0	0	0	0	0	0	0
3	TEAM Charter Schools	0	0	0	0	0	0	0	0	0
Totals:		23,992,402	0	0	9,051,669	2,147,142	2,326,740	421,181	49,479,847	87,418,981

## Attachment III

SELPA: Port City SELPA

Fiscal Year: 2022-23

**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 2022-23, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 2.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
1	Stockton Unified School District	32,659,731	19,205,950	29,713,711	1,306,564	3,942,011	5,521	585,493	87,418,981
2	TEAM Charter Academy	0	0	0	0	0	0	0	0
3	TEAM Charter Schools	0	0	0	0	0	0	0	0
<b>Totals:</b>		32,659,731	19,205,950	29,713,711	1,306,564	3,942,011	5,521	585,493	87,418,981

## Attachment IV

SELPA: Port City SELPA

Fiscal Year: 2022–23

**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 2022–23, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 3.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
1	Stockton Unified School District	9,485,358	100.00%	30,559,273	100.00%	48,670,752	40,044,631
2	TEAM Charter Academy	0	0.00%	0	0.00%	0	0
3	TEAM Charter Schools	0	0.00%	0	0.00%	0	0
Totals:		9,485,358	100.00%	30,559,273	100.00%	48,670,752	40,044,631

## Attachment V

SELPA: Port City SELPA

Fiscal Year: 2022-23

**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 2022-23, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 5.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
1	Stockton Unified School District	0	119,809
2	TEAM Charter Academy	0	0
3	TEAM Charter Schools	0	0
Totals:		0	119,809



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

## Attachment VII

SELPA: Port City SELPA

Fiscal Year: 2022-23

**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
TEAM Charter Academy		Transferred Out	Port City SELPA	Stockton Unified School District	06/14/21	06/17/21	04/22/22	04/22/22	2022-23
TEAM Charter Schools		Transferred Out	Port City SELPA	Stockton Unified School District	06/14/21	06/17/21	04/22/22	04/22/22	2022-23

Special Education Local Plan Area (SELPA) Local Plan

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## **LOCAL PLAN**

### **Section E: Annual Service Plan**

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

California Department of Education

Special Education Division

2022–23 Local Plan Annual Submission

## Section E: Annual Service Plan

SELPA: Port City SELPA

Fiscal Year: 2022–23

### Local Plan Section E: Annual Service Plan

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

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

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

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

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

- ☒ 330–Specialized Academic Instruction/  
Specially Designed Instruction

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

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

Section E: Annual Service Plan

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

☐ *Service is Not Currently Provided*

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

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

☒ 220–Medical (Ages 0-2 only)

☐ *Service is Not Currently Provided*

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

Medical services (for evaluation only) (ages 0–2 only): Services provided by a licensed physician to determine a child's developmental status and need for early intervention services.

☒ 230–Nutrition (Ages 0-2 only)

☐ *Service is Not Currently Provided*

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

Nutrition services (ages 0–2 only): These services include conducting assessments in: nutritional history and dietary intake; anthropometric, biochemical, and clinical variables; feeding skills and feeding problems; and food habits and food preferences.  
Nutrition services (ages 0–2 only): These services include conducting assessments in: nutritional history and dietary intake; anthropometric, biochemical, and clinical variables; feeding skills and feeding problems; and food habits and food preferences.

☒ 240–Service Coordination (Ages 0-2 only)

☐ *Service is Not Currently Provided*

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

Service coordination will include collaboration of services with Valley Mountain Regional Center, Family Resource Network, Family Resource & Referral Center, and/or Child Protective Services when needed for students.

☒ 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 provided under this code.

Special instruction (ages 0–2 only): Special instruction includes: the design of learning environments and activities that promote the child’s acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child’s individualized family service plan (IFSP); providing families with information, skills, and support related to enhancing the skill development of the child; and working with the child to enhance the child’s development.

☒ 260–Special Education Aide (Ages 0-2 only) ☐ Service is Not Currently Provided

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

Special Education Aide (Ages 0-2 only)  
Services include: special education aide in regular development class, childcare center, or family childcare home.

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

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

Respite Care Services (Ages 0-2 only)  
Services provided: Through the Individual Family Service Plan (IFSP), short-term care is given in-home or out-of-home, which temporarily relieves families of the ongoing responsibility of specialized care for children with a disability. (Note: only for infants and toddlers from birth through 2, but under 3.)

☒ 340–Intensive Individual Instruction

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

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

☒ 350–Individual and Small Group Instruction

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

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

☒ 415–Speech and Language

☐ *Service is Not Currently Provided*

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

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

☒ 425–Adapted Physical Education

☐ *Service is Not Currently Provided*

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

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

☒ 435–Health and Nursing: Specialized  
Physical Health Care

☐ *Service is Not Currently Provided*

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

Health and nursing–specialized physical health care services: Specialized physical health care services means those health services prescribed by the child’s licensed physician and surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (5 CCR

Section E: Annual Service Plan

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Section 3051.12(b)]. Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration, and glucose testing.

☒ 436–Health and Nursing: Other

☐ Service is Not Currently Provided

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

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

☒ 445–Assistive Technology

☐ Service is Not Currently Provided

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

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

☒ 450–Occupational Therapy

☐ Service is Not Currently Provided

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

Occupational therapy: Occupational Therapy (OT) includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. Both direct and indirect services may be provided within the classroom, other educational settings, or the home, in groups or individually, and may include therapeutic techniques to develop abilities, adaptations to the student's environment or curriculum, and consultation and collaboration with other staff and parents. Services are provided, pursuant to



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an IEP, by a qualified occupational therapist registered with the American Occupational Therapy Certification Board.

☒ 460—Physical Therapy

☐ *Service is Not Currently Provided*

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

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

☒ 510—Individual Counseling

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

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

☒ 515—Counseling and Guidance

☐ *Service is Not Currently Provided*

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

Counseling and guidance: Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on such student aspects as education, career, personal, or be with parents or staff members on learning problems or guidance programs for students. IEP required group counseling is expected to supplement the regular guidance and counseling program. Guidance services include interpersonal, intrapersonal, or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program.

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☒ 520–Parent Counseling

☐ *Service is Not Currently Provided*

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

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

☒ 525–Social Worker

☐ *Service is Not Currently Provided*

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

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

☒ 530–Psychological

☐ *Service is Not Currently Provided*

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

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

☒ 535–Behavior Intervention

☐ *Service is Not Currently Provided*

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

Behavior intervention services: A systematic implementation of procedures designed to

Section E: Annual Service Plan

SELPA:

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promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment.

☒ 540—Day Treatment

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

Day treatment is not part of the continuum of services. Such services are provided by County Behavioral Health Services.

☒ 545—Residential Treatment

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

Services include: 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.

Specialized services for low incidence disabilities: 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.

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

Section E: Annual Service Plan

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☒ 715–Interpreter

☐ *Service is Not Currently Provided*

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

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

☒ 720–Audiological

☐ *Service is Not Currently Provided*

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

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

☒ 725–Specialized Vision

☐ *Service is Not Currently Provided*

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

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

☒ 730–Orientation and Mobility

☐ *Service is Not Currently Provided*

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

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

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Fiscal Year: 2022–23

according to an IEP.

☒ 735–Braille Transcription

☐ *Service is Not Currently Provided*

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

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

☒ 740–Specialized Orthopedic

☐ *Service is Not Currently Provided*

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

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

☒ 745–Reading

☐ *Service is Not Currently Provided*

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

Reading Service:  
Services include: specialized services related to the unique needs of pupils with low-incidence disabilities designed to assist with access to written materials.

☒ 750–Note Taking

☐ *Service is Not Currently Provided*

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

Note Taking Service:  
Services include: any specialized assistance given to the student for the purpose of taking notes when the student is unable to do so independently. This may include, but is not limited to, copies of notes taken by another student or transcription of tape-recorded information from a class or aide designated to take notes. This does not include instruction in the process of learning how to take notes.

☒ 755–Transcription

☐ *Service is Not Currently Provided*

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Fiscal Year: 2022–23

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

**Transcription Service:**

Services include: any transcription service to convert materials from print to a mode of communication suitable for the student. This may also include dictation services as it may pertain to textbooks, test, worksheets, or anything necessary for instruction.

☒ 760—Recreation Service, Including  
Therapeutic Recreation

☐ *Service is Not Currently Provided*

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

**Recreation Service, Including Therapeutic Recreation:**

Services include: therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities and, when possible and appropriate, facilitate the pupil's integration into general recreation programs.

☒ 820—College Awareness

☐ *Service is Not Currently Provided*

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

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

☒ 830—Vocational Assessment, Counseling,  
Guidance, and Career Assessment

☐ *Service is Not Currently Provided*

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

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

☒ 840—Career Awareness

☐ *Service is Not Currently Provided*

Section E: Annual Service Plan

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Fiscal Year: 2022–23

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

Career awareness: Transition services include a provision for self-advocacy, career planning, and career guidance. This also emphasizes the need for coordination between these provisions and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds.

☒ 850–Work Experience Education

☐ *Service is Not Currently Provided*

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

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

☒ 855–Job Coaching

☐ *Service is Not Currently Provided*

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

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

☒ 860–Mentoring

☐ *Service is Not Currently Provided*

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

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

☒ 865–Agency Linkages (referral and placement)

☐ *Service is Not Currently Provided*

Section E: Annual Service Plan

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Fiscal Year: 2022-23

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

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

☒ 870-Travel and Mobility Training

☐ Service is Not Currently Provided

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

Orientation and Mobility services will be provided to blind and/or visually impaired children by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community.

☒ 890-Other Transition Services

☐ Service is Not Currently Provided

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

Other Transition Services:

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

☒ 900-Other Related Service

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



Description of the "Other Related Service"

Private/Parochial Schools - Consultation



Section E: Annual Service Plan

SELPA: Port City SELPA

Fiscal Year: 2022–23

Qualifications of the Provider Delivering “Other Related Service”

Licensed Speech Language Pathologists and Licensed Educational Psychologists

## Attachment VI—Specialized Academic Instruction (SAI)/Specially Designed Instruction (SDI) and Related Services

Enter all special education Services provided by the SELPA's LEA membership and location (site) where they are provided. If code 900 is selected, the specific special education service must be defined in Local Plan Section E: Annual Service Plan. Licensing, certification, and provider qualifications for each identified service must be in accordance with law (see the Local Plan Guidance Document for more information). Attachment VI must be included with each Local Plan Section E: Annual Service Plan submission to the California Department of Education (CDE).

DATE: 5/11/2022

FISCAL YEAR: 2022-23

SELPA NAME: Port City SELPA

For each LEA school/site name identified in "Column A," place an "x" in the corresponding instructional and/or related service that is provided by the LEA/school site.

[illegible]

CDE Official Local Educational Agency Name	School or Site Name	County/District School Code <small>(xx-xxxx-xxxxxx)</small>	Charter Number (if applicable) <small>(10000)</small>	330	210	220	230	240	250	260	270	340	350	415	425	435	436	445	450	460	510	515	520	525	530	535	540	545	610	710	715	720	725	730	735	740	745	750	755	760	820	830	840	850	855	860	865	870	890	900																																																																																																																																																																																																																																																			
Stockton Unified School District	Montezuma Elementary	39-68676-8042717			X	X			X	X			X		X	X	X	X		X		X	X			X					X	X		X	X																																																																																																																																																																																																																																																																		
Stockton Unified School District	Nightingale Elementary	39-68676-8042725			X	X			X	X				X	X		X		X		X	X			X																																																																																																																																																																																																																																																																												
Stockton Unified School District	Preschool Assessment & Autism Center				X	X			X	X				X	X		X																																																																																																																																																																																																																																																																																				
Stockton Unified School District	Pacific Law Academy	39-68676-0124248			X									X																																																																																																																																																																																																																																																																																							
Stockton Unified School District	Peyton Elementary	39-68676-0115303			X									X					X		X	X									X																																																																																																																																																																																																																																																																						
Stockton Unified School District	Pittman Elementary	39-68676-0111336			X				X	X				X			X	X				X			X																																																																																																																																																																																																																																																																												
Stockton Unified School District	Point Quest Education Central Valley	39-68685-6154561			X								X		X				X		X	X																																																																																																																																																																																																																																																																															
Stockton Unified School District	Point Quest Education Sacramento	34-67436-7051384			X									X							X	X																																																																																																																																																																																																																																																																															
Stockton Unified School District	Primary Years Academy	39-68676-0121798			X									X	X				X																																																																																																																																																																																																																																																																																		
Stockton Unified School District	Pulliam Elementary	39-68676-8042741			X								X		X			X		X	X					X								X	X																																																																																																																																																																																																																																																																		
Stockton Unified School District	Rio Calaveras Elementary	39-68676-6115422			X				X	X				X	X			X		X		X			X		X																																																																																																																																																																																																																																																																										
Stockton Unified School District	Roosevelt Elementary	39-68676-8042768			X				X	X				X			X		X																																																																																																																																																																																																																																																																																		
Stockton Unified School District	San Joaquin Elementary	39-68676-6116115			X	X			X	X			X		X			X		X		X	X									X																																																																																																																																																																																																																																																																					
Stockton Unified School District	School for Adults	39-68676-3937653			X																																																																																																																																																																																																																																																																																																
Stockton Unified School District	Skills Elementary	39-68676-8098651			X									X					X		X				X							X																																																																																																																																																																																																																																																																					
Stockton Unified School District	Spanos Elementary	39-68676-0118762			X	X			X	X				X			X			X												X																																																																																																																																																																																																																																																																					
Stockton Unified School District	St. George Catholic School	39-68676-8976332			X									X																																																																																																																																																																																																																																																																																							
Stockton Unified School District	St. Luke's Catholic Elementary School	39-68676-8976357												X																																																																																																																																																																																																																																																																																							
Stockton Unified School District	St. Mary's High School	39-68676-6939920			X									X																																																																																																																																																																																																																																																																																							
Stockton Unified School District	Stagg High School	39-68676-3937406			X									X	X	X					X	X			X	X					X			X																																																																																																																																																																																																																																																																			

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

SELPA

Port City SELPA

Fiscal Year

2022–23

**Certification 5: Local Educational Agency**

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

LEA

Stockton Unified School District

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

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

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

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

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

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

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

**SELPA** Port City SELPA

**Fiscal Year** 2022–23

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

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

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

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

<https://www.stocktonusd.net/Page/11867>

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

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

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

### Authorized Signature

**Dr. Francine Baird**

LEA Superintendent/Chief Administrator

**Jun 27, 2022**

Date

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

SELPA Port City SELPA

Fiscal Year 2022–23

**Certification 3: County Office of Education**

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

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

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

☐ Yes ☒ No

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

☒ Yes ☐ No

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

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

The COE certifies the SELPA is a:

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

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



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

SELPA Port City SELPA

Fiscal Year 2022–23

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

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

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

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

Single-LEA SELPA

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

Multiple LEA SELPA or COE joined SELPA

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

<https://sjcoe.org/SELPA/>

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

**SELPA**

Port City SELPA

**Fiscal Year**

2022–23

**Authorized Signature**

**Troy A. Brown, Ed.D.**

COE Superintendent

**June 30, 2022**

Date



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

SELPA Port City SELPA

Fiscal Year 2022–23

**Certification 4: Community Advisory Committee**

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

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

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

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

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

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

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

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

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

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

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

**Authorized Signature**

Monique Guerrero

CAC Chairperson

Jun 29, 2022

Date