

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



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

Local Plan Section E: Annual Service Plan

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

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

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

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

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

☒ 330—Specialized Academic Instruction

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

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

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

☐ *Service is Not Currently Provided*

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

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

☒ 220–Medical (Ages 0-2 only)

☐ *Service is Not Currently Provided*

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

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*

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

Currently we have no student in need of this service. The SELPA would contract with an outside provider or the Stanislaus County Office of Education if service is needed.

☒ 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.

Time spent by a case manager coordinating services and providers who are serving the student.

☒ 250–Special Instruction (Ages 0-2 only)

☐ *Service is Not Currently Provided*

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

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

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development of the child; and working with the child to enhance the child's development.

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

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

This service may have been recorded under code 340. There may also be no students 0 - 2 who need paraprofessional support in the classroom environment. If needed, the SELPA would contract with the County Office of Education to provide this support.

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

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

Currently we have no students in need of this service. Respite care is available through our local Regional Center. If needed, the SELPA would contract with an outside provider or the County Office of Education to provide this service.

☒ 340–Intensive Individual Instruction

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

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

☐ 350–Individual and Small Group Instruction

☒ 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 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, expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic or

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cultural factors are not included. Services include; specialized instruction and services; monitoring, reviewing, and consultation. They may be direct or indirect including the use of a speech consultant.

☒ 425–Adapted Physical Education

☐ *Service is Not Currently Provided*

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

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

☒ 435–Health and Nursing: Specialized
Physical Health Care

☐ *Service is Not Currently Provided*

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

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 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.

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.

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☒ 445–Assistive Technology

☐ *Service is Not Currently Provided*

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

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

☒ 450–Occupational Therapy

☐ *Service is Not Currently Provided*

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

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

☒ 460–Physical Therapy

☐ *Service is Not Currently Provided*

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

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

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☒ 510–Individual Counseling

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

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

☒ 515–Counseling and Guidance

☐ *Service is Not Currently Provided*

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

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

☒ 520–Parent Counseling

☐ *Service is Not Currently Provided*

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

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

☒ 525–Social Worker

☐ *Service is Not Currently Provided*

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

Social Work services, provided pursuant to an IEP by a qualified individual, includes, but are not limited to, preparing a social or developmental history of a child with a disability; group and

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

☒ 530–Psychological

☐ *Service is Not Currently Provided*

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

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

☒ 535–Behavior Intervention

☐ *Service is Not Currently Provided*

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

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

☒ 540–Day Treatment

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

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

☒ 545–Residential Treatment

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

A 24-hour out-of-home placement that provides intensive therapeutic services to support the educational program.

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☒ 610—Specialized Service for Low Incidence Disabilities

☐ *Service is Not Currently Provided*

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

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

☒ 710—Specialized Deaf and Hard of Hearing

☐ *Service is Not Currently Provided*

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

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

☒ 715—Interpreter

☐ *Service is Not Currently Provided*

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

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

☒ 720—Audiological

☐ *Service is Not Currently Provided*

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

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

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☒ 725–Specialized Vision

☐ *Service is Not Currently Provided*

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

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, aural media; instruction in areas of need; concept development and academic skills; communication skills (including alternative modes of reading and writing); social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students (such as transcribers, readers, counselors, orientation & mobility specialists, career/vocational staff, and others) and collaboration with the student's classroom teacher.

☒ 730–Orientation and Mobility

☐ *Service is Not Currently Provided*

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

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

☒ 735–Braille Transcription

☐ *Service is Not Currently Provided*

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

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

☒ 740–Specialized Orthopedic

☐ *Service is Not Currently Provided*

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

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

☐ 745–Reading

☒ *Service is Not Currently Provided*

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

No current students need this service. If needed, the SELPA would use the professionals from the County Office of Education to provide this service.

☐ 750–Note Taking

☒ *Service is Not Currently Provided*

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

No current students need this service. If needed, the SELPA would use the professionals from the County Office of Education to provide this service.

☒ 755–Transcription

☐ *Service is Not Currently Provided*

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

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, tests, worksheets, or anything necessary for instruction.

☐ 760–Recreation Service, Including
Therapeutic Recreation

☒ *Service is Not Currently Provided*

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

No current students need this service. If needed, the SELPA would use the professionals from the County Office of Education to provide this service or would contract with an outside provider.

☒ 820–College Awareness

☐ *Service is Not Currently Provided*

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

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.

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

☐ *Service is Not Currently Provided*

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

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

☒ 840–Career Awareness

☐ *Service is Not Currently Provided*

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

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

☒ 850–Work Experience Education

☐ *Service is Not Currently Provided*

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

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*

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

No students currently need this service. If needed, the providers of the regionalized classrooms would provide this service or the SELPA would contract with an outside agency or arrange service through a provider such as the Regional Center.

☒ 860–Mentoring

☐ *Service is Not Currently Provided*

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

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

☐ 865–Agency Linkages (referral and placement)

☒ *Service is Not Currently Provided*

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

Currently no students need this service. If needed, the SELPA would contract with an outside provider or would have the case manager contact outside agencies to support the student.

☒ 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-- (i) Means services provided to blind 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.

These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and post-secondary 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.

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Description of the “Other Related Service”

This code is used in our SELPA to provider pre-referral services for Emotional Disturbance -- it is an early intervention to help avoid referral of a child for the label of Emotional Disturbance.

Qualifications of the Provider Delivering “Other Related Service”

Social skills providers have teaching credentials, the therapist attached to the program has a license in Marriage and Family Therapy.

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

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

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

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Table 1: Special Education Revenue by Source

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

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	39,434,822	53.95%
AB 602 Property Taxes	11,909,631	16.29%
Federal IDEA Part B	14,771,874	20.21%
Federal IDEA Part C	114,944	0.16%
State Infant/Toddler	1,095,769	1.50%
State Mental Health	4,890,816	6.69%
Federal Mental Health	882,770	1.21%
Other Revenue*	0	0.00%
Total Revenue	73,100,626	100.00%

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

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

N/A

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Table 2: Total Budget by Object Codes

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

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	49,248,574	25.75%
Object Code 2000—Classified Salaries	35,619,808	18.62%
Object Code 3000—Employee Benefits	32,818,411	17.16%
Object Code 4000—Supplies	1,572,001	0.82%
Object Code 5000—Services and Operations	66,559,420	34.80%
Object Code 6000—Capital Outlay	52,000	0.03%
Object Code 7000—Other Outgo and Financing*	5,396,758	2.82%
Total Expenditures	191,266,972	100.00%

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

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

Transfers of Indirect Costs

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Table 3: Federal, State, and Local Revenue Summary

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

Revenue Source	Amount	Percentage of Total Funding
State Special Education Revenue	15,769,588	8.14%
Federal Revenue	57,331,038	29.58%
Local Contribution	120,743,387	62.29%
Total Revenue From All Sources	193,844,013	100.00%

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

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

Stanislaus SELPA uses ADA & CALPAD Unduplicated Pupil Count to allocate Revenue to their LEAS.

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

The Local Assistance Entitlements Revenue is distributed using CALPAD Unduplicated Pupil Count & the rest of the IDEA Revenue is allocated to SCOE Special Education.

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Table 4: Special Education Local Plan Area Operating Expenditures

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

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	518,258	3.28%
Object Code 2000—Classified Salaries	420,017	2.66%
Object Code 3000—Employee Benefits	348,660	2.21%
Object Code 4000—Supplies	30,925	0.20%
Object Code 5000—Services and Operations	14,256,036	90.28%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing*	216,222	1.37%
Total Operating Expenditures	15,790,118	100.00%

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

Indirect Cost

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

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

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

☒ Yes ☐ No

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

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

1,303,265

Total Projected Expenditures for Students with LI Disabilities

1,140,861

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

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Attachment I

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Attachment I—Local Educational Agency Listing

Participating Local Educational Agency Identification

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

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

To Add or Delete Rows:

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

LEA Membership Changes:

If an LEA was previously reported to the CDE in fiscal year 2020–21 or 2021–22 and there is a change in SELPA membership, **DO NOT DELETE** the entry. Instead, under the "LEA Status" column, select the drop-down menu and choose the applicable status option for the LEA membership change.

SELPA County/District/School Codes

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

Attachment I

SELPA: Stanislaus County SELPA

Fiscal Year: 2021–22

Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	50	71043	5071043		Ceres Unified School District	Kristi	Britton	(209) 556-1500	kbritton@ceres.k12.ca.us	Previously Reported
	2	50	71050	5071050		Chatom Union School District	Cherise	Olvera	(209) 664-8505	colvera@chatom.k12.ca.us	Previously Reported
	3	50	71068	5071066		Denair Unified School District	Suzie	Ramirez	(209) 632-7514	sramirez@dusd.k12.ca.us	Previously Reported
	4	50	71076	5071076		Empire Union School District	Aimee	Barnard	(209) 521-2800	abarnard@empire.k12.ca.us	Previously Reported
	5	50	71084	5071084		Gratton Elementary School	Wendy	Williams	(209) 632-0505	wwilliams@gratton.school.net	Previously Reported
	6	50	71092	5071092		Hart-Ransom Union School District	Matthew	Shipley	(209) 523-9996	mshipley@hartran.som.org	Previously Reported
	7	50	75549	5075549		Hughson Unified School District	Dak	Champeaux	(209) 883-4428	dchampeaux@hughsonschools.org	Previously Reported
	8	50	71134	5071134		Keyes Union School District	Cyndi	McDaniel	(209) 669-2921	cmcdaniel@keyes.k12.ca.us	Previously Reported
	9	50	71142	5071142		Knights Ferry Elementary School	Janet	Skulina	(209) 881-3882	jskulina@kfesd.org	Previously Reported
	10	50	73601	5073601		Newman Crows Landing USD	Kim	Bettencourt	(209) 862-2933	kbettencourt@nclUSD.k12.ca.us	Previously Reported
	11	50	75564	5075564		Oakdale Joint USD	Larry	Mendonca	(209) 848-4884	lmendonca@ojusd.org	Previously Reported
	12	50	71209	5071209		Paradise Elementary School	Heath	Thomason	(209) 524-0184	hthomason@paradiseesd.org	Previously Reported

Attachment I

SELPA: Stanislaus County SELPA

Fiscal Year: 2021–22

Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, <i>and</i> SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	13	50	71217	5071217		Patterson Joint USD	David	Hodge	(209) 895-7700	dhodge@patterson.k12.ca.us	Previously Reported
	14	50	75556	5075556		Riverbank Unified School District	Barbara	Brown	(209) 869-2538	bbrown@riverbank.k12.ca.us	Previously Reported
	15	50	71233	5071233		Roberts Ferry Union Elementary	Bob	Loretelli	(209) 874-2331	bloretelli@robertsferry.k12.ca.us	Previously Reported
	16	50	71266	5071266		Salida Union School District	Christopher	Tucker	(209) 545-0339	ctucker@salida.k12.ca.us	Previously Reported
	17	50	71274	5071274		Shiloh Elementary School	Seth	Ehrler	(209) 522-2261	sehrler@shiloh.k12.ca.us	Previously Reported
	18	50	10504	5010504		Stanislaus County Office of Education	Sarah	Grantano	(209) 238-1700	sgrantano@stancoe.org	Previously Reported
	19	50	71282	5071282		Stanislaus Union School District	Heather	Freitas	(209) 529-9546	hfreitas@stanunion.k12.ca.us	Previously Reported
	20	50	71290	5071290		Sylvan Union School District	Dawn	Mori	(209) 574-5000	dmori@sylvan.k12.ca.us	Previously Reported
	21	50	75739	5075739		Turlock Unified School District	Laura	Fong	(209) 667-0632	lfong@turlock.k12.ca.us	Previously Reported
	22	50	71324	5071324		Valley Home Joint School	Debra	Boggs	(209) 847-0117	dboggs@vjusd.org	Previously Reported
	23	50	75572	5075572		Waterford Unified School District	Jose	Aldaco	(209) 874-1809	jaldaco@waterford.k12.ca.us	Previously Reported
	24	50	71100	5071100		Hickman Community Charter	Angela	Galindo	(209) 874-1816	agalindo@hickmanschools.org	Previously Reported

Attachment II

SELPA: Stanislaus County SELPA

Fiscal Year: 2021–22

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

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

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

Attachment II

SELPA: Stanislaus County SELPA

Fiscal Year: 2021–22

Attachment II—Projected Special Education Revenue by Local Educational Agency

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
1	Ceres Unified School District	7,280,675	2,198,823	0	1,859,247	0	1,004,159	0	0	12,342,904
2	Chatom Union School District	297,016	89,701	0	89,465	0	7,355	0	0	483,537
3	Denair Unified School District	663,822	200,479	0	219,595	0	16,439	0	0	1,100,335
4	Empire Union School District	1,496,276	451,887	0	614,869	0	37,054	0	0	2,600,086
5	Gratton Elementary School	79,662	24,059	0	13,013	0	1,973	0	0	118,707
6	Hart-Ransom Union School District	623,735	188,373	0	130,132	0	15,446	0	0	957,686
7	Hughson Unified School District	1,069,022	322,853	0	313,941	0	26,474	0	0	1,732,290
8	Keyes Union School District	572,473	172,891	0	201,703	0	14,177	0	0	961,244

Attachment II

SELPA: Stanislaus County SELPA

Fiscal Year: 2021–22

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
9	Knights Ferry Elementary School	80,235	24,232	0	14,640	0	1,987	0	0	121,094
10	Newman Crows Landing USD	1,626,778	491,300	0	525,404	0	248,213	0	0	2,891,695
11	Oakdale Joint USD	2,738,329	826,997	0	972,730	0	234,642	0	0	4,772,698
12	Paradise Elementary School	93,834	28,338	0	27,653	0	2,324	0	0	152,149
13	Patterson Joint USD	3,080,358	930,293	0	1,504,640	0	76,283	0	0	5,591,574
14	Riverbank Unified School District	1,505,536	454,684	0	483,111	0	37,284	0	0	2,480,615
15	Roberts Ferry Union Elementary	87,302	26,366	0	16,266	0	2,162	0	0	132,096
16	Salida Union School District	1,190,455	359,527	0	385,514	0	29,481	0	0	1,964,977
17	Shiloh Elementary School	94,220	28,455	0	16,267	0	2,333	0	0	141,275
18	Stanislaus County Office of Education	1,422,971	444,745	114,944	2,020,657	1,095,769	1,763,803	0	0	6,862,889

Attachment II

SELPA: Stanislaus County SELPA

Fiscal Year: 2021–22

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
19	Stanislaus Union School District	1,798,898	543,281	0	530,283	0	44,549	0	0	2,917,011
20	Sylvan Union School District	4,154,830	1,254,793	0	1,543,679	0	102,892	0	0	7,056,194
21	Turlock Unified School District	7,179,031	2,153,128	0	2,550,570	0	1,164,843	882,770	0	13,930,342
22	Valley Home Joint School	89,834	27,131	0	17,893	0	2,225	0	0	137,083
23	Waterford Unified School District	1,667,744	503,672	0	553,058	0	41,301	0	0	2,765,775
24	Hickman Community Charter	541,786	163,623	0	167,544	0	13,417	0	0	886,370
Totals:		39,434,822	11,909,631	114,944	14,771,874	1,095,769	4,890,816	882,770	882,770	73,100,626

Attachment III

SELPA: Stanislaus County SELPA

Fiscal Year: 2021–22

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
1	Ceres Unified School District	8,835,047	6,796,047	6,493,431	224,203	3,437,874	0	1,144,303	26,930,905
2	Chatom Union School District	287,840	186,918	201,970	3,300	650,296	0	0	1,330,324
3	Denair Unified School District	692,603	371,900	351,335	5,500	940,094	0	9,448	2,370,880
4	Empire Union School District	1,593,023	853,638	720,402	28,749	5,216,238	0	219,591	8,631,641
5	Gratton Elementary School	37,000	29,600	17,320	0	13,059	0	1,532	98,511
6	Hart-Ransom Union School District	207,529	147,859	130,835	2,000	654,774	0	0	1,142,997
7	Hughson Unified School District	1,092,769	356,546	563,519	13,789	1,732,829	0	22,316	3,781,768
8	Keyes Union School District	397,739	222,209	219,835	21,068	1,445,687	0	38,258	2,344,796
9	Knights Ferry Elementary School	0	16,716	5,035	0	161,833	0	0	183,584

Attachment III

SELPA: Stanislaus County SELPA

Fiscal Year: 2021–22

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
10	Newman Crows Landing USD	1,760,815	876,159	1,226,069	415,606	2,651,132	0	60,208	6,989,989
11	Oakdale Joint USD	3,333,641	1,267,867	1,648,821	55,130	3,738,969	0	318,214	10,362,642
12	Paradise Elementary School	0	0	0	0	278,361	0	0	278,361
13	Patterson Joint USD	5,558,097	3,679,092	3,763,946	53,530	4,912,203	0	518,286	18,485,154
14	Riverbank Unified School District	1,444,159	512,961	932,632	40,961	3,215,177	0	92,123	6,238,013
15	Roberts Ferry Union Elementary	14,400	26,623	14,853	0	453,093	0	0	508,969
16	Salida Union School District	1,620,056	559,466	593,607	28,250	2,660,625	0	0	5,462,004
17	Shiloh Elementary School	30,085	0	16,073	0	28,571	0	0	74,729
18	Stanislaus County Office of Education	872,465	1,369,717	1,049,169	201,577	20,952,341	50,000	465,204	24,960,473
19	Stanislaus Union School District	2,147,261	538,501	815,469	27,700	3,959,733	0	179,080	7,667,744
20	Sylvan Union School District	6,271,972	4,997,300	4,319,876	306,792	4,281,050	0	568,522	20,745,512

Attachment III

SELPA: Stanislaus County SELPA

Fiscal Year: 2021–22

List	LEA Official Name (District, Charter, COE, JPA, <i>and</i> SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
21	Turlock Unified School District	11,163,672	11,522,281	8,412,134	96,000	2,374,834	0	1,522,673	35,091,594
22	Valley Home Joint School	24,641	0	9,503	0	84,274	0	0	118,418
23	Waterford Unified School District	1,417,949	1,178,369	1,127,673	40,750	2,509,164	0	239,000	6,512,905
24	Hickman Community Charter	445,811	110,039	184,904	7,096	207,209	0	0	955,059
Totals:		49,248,574	35,619,808	32,818,411	1,572,001	66,559,420	50,000	5,398,758	191,266,972

Attachment IV

SELPA: Stanislaus County SELPA

Fiscal Year: 2021–22

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
1	Ceres Unified School District	1,859,247	11.79%	10,483,657	18.29%	16,308,268	12,342,904
2	Chatom Union School District	89,465	0.57%	394,072	0.69%	930,507	483,537
3	Denair Unified School District	219,595	1.39%	880,740	1.54%	1,227,695	1,100,335
4	Empire Union School District	614,869	3.90%	1,985,217	3.46%	7,369,129	2,600,086
5	Gratton Elementary School	13,013	0.08%	105,694	0.18%	10,175	118,707
6	Hart-Ransom Union School District	130,132	0.83%	827,554	1.44%	446,229	957,686
7	Hughson Unified School District	313,941	1.99%	1,418,349	2.47%	2,333,512	1,732,290
8	Keyes Union School District	201,703	1.28%	759,541	1.32%	1,743,285	961,244
9	Knights Ferry Elementary School	14,640	0.09%	106,454	0.19%	90,951	121,094

Attachment IV

SELPA: Stanislaus County SELPA

Fiscal Year: 2021–22

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
10	Newman Crows Landing USD	525,404	3.33%	2,366,291	4.13%	3,218,564	2,891,695
11	Oakdale Joint USD	972,730	6.17%	3,799,968	6.63%	6,943,652	4,772,698
12	Paradise Elementary School	27,653	0.18%	124,496	0.22%	151,819	152,149
13	Patterson Joint USD	1,504,640	9.54%	4,086,934	7.13%	12,502,545	5,591,574
14	Riverbank Unified School District	483,111	3.06%	1,997,504	3.48%	4,006,382	2,480,615
15	Roberts Ferry Union Elementary	16,266	0.10%	115,830	0.20%	0	132,096
16	Salida Union School District	385,514	2.44%	1,579,463	2.75%	3,807,567	1,964,977
17	Shiloh Elementary School	16,267	0.10%	125,008	0.22%	4	141,275
18	Stanislaus County Office of Education	2,135,601	13.54%	4,727,288	8.25%	10,180,722	6,862,889
19	Stanislaus Union School District	530,283	3.36%	2,386,728	4.16%	5,403,258	2,917,011
20	Sylvan Union School District	1,543,679	9.79%	5,512,515	9.62%	13,678,250	7,056,194

Attachment IV

SELPA: Stanislaus County SELPA

Fiscal Year: 2021–22

List	LEA Official Name (District, Charter, COE, JPA, <i>and</i> SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
21	Turlock Unified School District	3,433,340	21.77%	10,497,002	18.31%	25,696,834	13,930,342
22	Valley Home Joint School	17,893	0.11%	119,190	0.21%	60,360	137,083
23	Waterford Unified School District	553,058	3.51%	2,212,717	3.86%	4,378,741	2,765,775
24	Hickman Community Charter	167,544	1.06%	718,826	1.25%	254,938	886,370
Totals:		15,769,588	100.00%	57,331,038	100.00%	120,743,387	73,100,626

Attachment V

SELPA: Stanislaus County SELPA

Fiscal Year: 2021–22

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

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

List	LEA Official Name (District, Charter, COE, JPA, <i>and</i> SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
1	Ceres Unified School District	0	16,392
2	Chatom Union School District	0	4,948
3	Denair Unified School District	0	0
4	Empire Union School District	124,920	11,046
5	Gratton Elementary School	0	0
6	Hart-Ransom Union School District	27,745	0
7	Hughson Unified School District	64,139	0
8	Keyes Union School District	0	0
9	Knights Ferry Elementary School	0	0

Attachment V

SELPA: Stanislaus County SELPA

Fiscal Year: 2021–22

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
10	Newman Crows Landing USD	0	10,984
11	Oakdale Joint USD	0	37,911
12	Paradise Elementary School	0	0
13	Patterson Joint USD	169,161	13,042
14	Riverbank Unified School District	0	14,854
15	Roberts Ferry Union Elementary	26,623	0
16	Salida Union School District	0	14,757
17	Shiloh Elementary School	0	0
18	Stanislaus County Office of Education	0	901,323
19	Stanislaus Union School District	670,137	34,951
20	Sylvan Union School District	0	64,872

Attachment V

SELPA:

Stanislaus County SELPA

Fiscal Year:

2021–22

List	LEA Official Name (District, Charter, COE, JPA, <i>and</i> SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
21	Turlock Unified School District	220,540	9,784
22	Valley Home Joint School	0	4,347
23	Waterford Unified School District	0	1,649
24	Hickman Community Charter	0	0
Totals:		1,303,265	1,140,861

DATE: _____

FISCAL YEAR: _____

SELPA NAME:

[illegible]

