

www.flournovschool.org 530-833-5331; 530-833-5332 fax

BOARD MEETING AGENDA dnesday, June 21, 2023 at 6:15 pm

	Wednesd	ay, June 21, 2023 at 6:15 pm
MISSION STA	TEMENT: The Mission of Flour	mov Elementary School is to provide and down
responsible c	itizens, and a lifelong desire fo	or learning in a safe environment.
DATE:	Wednesday, June 21, 2023	at 6:15 pm
TYPE:	Budget/LCAP Public Adopti	on Board Meeting
LOCATION:	Flournoy School District, Bu	illding 1
PUBLIC HEAR	ING NOTICE POSTED: NO	·NE
BOARD MEET	ING AGENDA POSTED: 06/	16/23 Flournoy School, Flournoy Store and Paskenta Store
1. <u>PUBLI</u> Roll ca	IC MEETING CALL TO ORDER E	BY PRESIDING OFFICER , at p.m.
	☐ Cathy Bjornestad-To	phin
	☐ Tyson Freund	
	☐ Kay May	
	☐ Mike Sanderson	
	☐ Bryson Schenk	
Comments from granted three m during these cor Comments on A	Josed Session Agenda Items, (be will be granted three minutes to the Floor: At this time, any persinutes to make a presentation. Imments.	MENT PERTAINING TO AGENDA low). Any person wishing to speak to any item on the Closed o make a presentation. son wishing to speak to any item not on the Agenda will be No action may be taken at this meeting on items addressed erson wishing to speak to any item on the Agenda will be
2. PLEDGE	E OF ALLEGIANCE	
		<u>anize staff present:</u>
		el Davis, Superintendent
	☐ Melir	nda Flournoy, Business Manager
		her Flournoy, Teacher
		Weston, Custodian
		/ance, Instructional Aide
		Hererra

3.	•	<u>Announcements</u>	
		 Seeking 2 One-on-one Paraprofessionals 	
		 Seeking 1 Full time Custodial Maintenance Technology 	chnition
4.		ADOPTION OF AGENDA	_ ·/_ · _ ·/_ ·/_ ·
5.		APPROVAL OF MINUTES FROM THE MEETINGS OF:	Motion/Second Aves/Noes /Abstain NONE
6.	-	<u>COMMENTS</u>	
		1. From members of the Board of Education	
		2. From the Superintendent and Business Manag	ver
		3. From the Staff/Teachers	ω.
7.		GENERAL FUNCTION CONSENT ITEMS	
		1. Bills and warrants for: NONE	
		2. MOUS/Agreements:	
			on of Direct Certification for the School
		Lunch Report.	
8.		PUBLIC HEARING: NONE	Aves/Noes /Absign
9.		DISCUSSION/ACTION ITEMS (Attachments)	
	1.	Consider approval of the Budget Overview For Parents	(BOP)
		•	/
			Motion/Second Aves/Noes /Abstoin
	2.	Consider approval of the 2023/24 Local Control and Acc	countablility Plan (LCAP) including the
		2022/23 LCAP Updates	_ · /_ · _ · /_ · /_ ·
	2	Consideration of the constant	Motion/Second Aves/Noes /Abstain
	3.	Consider approval of the 2023/24 Budget for FUESD	_ '/_ ' _ '/_ '
	4.	Consider approval of SB 858 - Statement of Reserves	Motion/Second Ayes/Noes /Abstain
	••	consider approval of 3D 636 - Statement of Reserves	Motion (Garant
	5.	Consider approval of the Annual FUESD Injury Illness Pr	<u>Motion/Second</u> <u>Aves/Noes /Abstain</u> evention Program
			_ · /_ · _ · /_ · /_ ·
	_		Motion/Second Aves/Noes /Abstain
	6.	Consider approval of the Quarterly Report on Williams	Uniform Complaints Ed Code 35186(d)
			_ '/_ ' _ '/_ '/_ '
	7	Consider approval of the 2022/24 Authorities	Motion/Second Aves/Noes /Abstain
	٧.	Consider approval of the 2023/24 Authorizing Signature	2 \$
	8.	Consider approval of the 2023-24 Tehama County Local	Motion/Second Aves/Noes /Abstain
	-	Terrandi and 2023 24 Idilama County Local	

	9.	Consid	ler approval of Resolution Educationa Protection Account (EPA)
			· / · / · / · / Motion/Second Aves/Noes /Abstain
10.		<u>DISCU</u>	SSION ON NEXT BOARD MEETING
		1. 2.	Next meeting date: Tuesday, August 15, 2023, 6:15 PM Possible items for action/discussion Updated Salary Schedules
11.		<u>FURTH</u>	ER COMMENTS
		1.	From members of the Board of Education
		2.	From the Superintendent • Adjournment at p.m.



Tehama County Department of Education

Richard DuVarney Tehama County Superintendent of Schools

1135 Lincoln Street Red Bluff CA 96080 | 530.527.5811 | www.tehamaschools.org

MEMORANDUM OF UNDERSTANDING 2023-2024

This Agreement is entered into by and between the Tehama County Department of Education, herein referred to as DEPARTMENT, and Flournoy School District herein referred to as DISTRICT, for the provision of Direct Certification for the School Lunch Report for the 2023-2024 school year.

The term of the agreement is July 1, 2023 through June 30, 2024.

Whereas, District requires relevant information concerning its student population in order to aid District in securing entitlement to funds under applicable federal and state programs, and

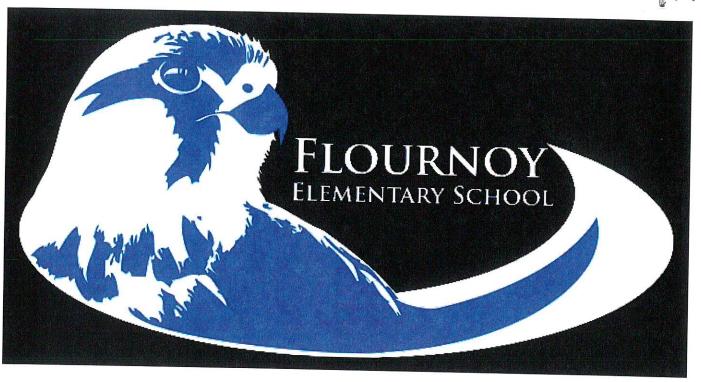
Whereas, Superintendent agrees to act as District's authorized representative for the purpose of receiving confidential information; and

Whereas, Superintendent maintains computerized programs which may facilitate the use of such information by District,

Now, therefore, the parties hereto agree as follows:

- 1. District shall use the information provided by the Superintendent only for the purposes of securing entitlement funds under applicable federal and state programs.
- District agrees that its use of information provided by the Superintendent shall be 2. consistent with the confidentiality provisions contained in Welfare and Institutions Code, Section 10850 and Chapter 19-004 of the State Department of Social Services Policies and Procedures Manual.
- 3. District acknowledges that there are criminal penalties for improper release or use by District of the information and agrees to advise all District personnel and agents who have access to or use of such information of this fact.
- District agrees that such information shall not be used to identify program 4. applicants or recipients to school teachers, administrators, or any persons not required to have access to such information for the purpose of securing entitlement to federal and state funds.
- 5. District agrees to indemnify, defend and hold harmless Superintendent, the County of Tehama Social Services Agency, and their officers, agents and all persons, corporations, or entities which arise in whole or in part from the District's access to or use of such confidential information. 6. This memorandum of understanding shall be reviewed annually.

Turk 21	, , , , , , , , , , , , , , , , , , ,
Richard DuVarney, Superintendent Tehama County Department of Education	Clerk/Authorized Agent Flournoy School District
6/16/23	
Date	Date



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Flournoy Union Elementary School District

CDS Code: 52715300000000

School Year: 2023-24 LEA contact information:

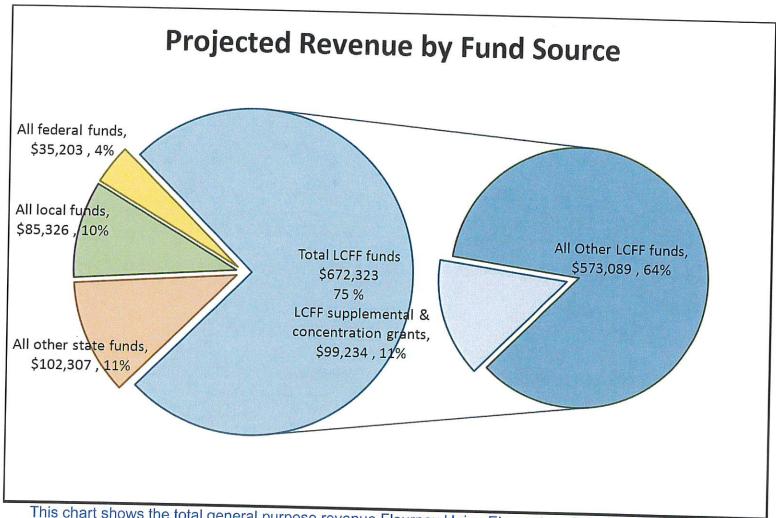
Rachel Davis Superintendent

rdavis@flournoyschool.org

530-833-5331

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-24 School Year

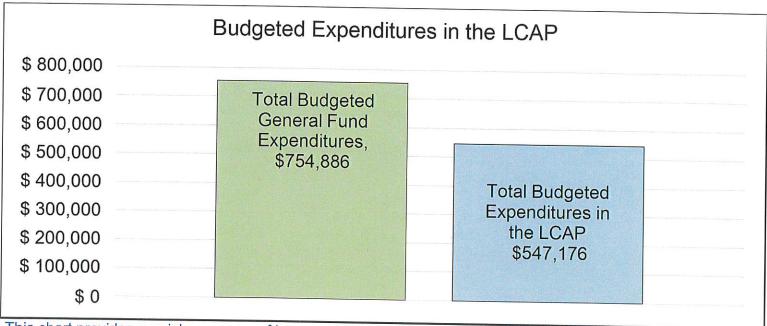


This chart shows the total general purpose revenue Flournoy Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Flournoy Union Elementary School District is \$895,159, of which \$672,323.00 is Local Control Funding Formula (LCFF), \$102,307.00 is other state funds, \$85,326.00 is local funds, and \$35,203.00 is federal funds. Of the \$672,323.00 in LCFF Funds, \$99,234.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Flournoy Union Elementary School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Flournoy Union Elementary School District plans to spend \$754,886.00 for the 2023-24 school year. Of that amount, \$547,176.00 is tied to actions/services in the LCAP and \$207,710 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

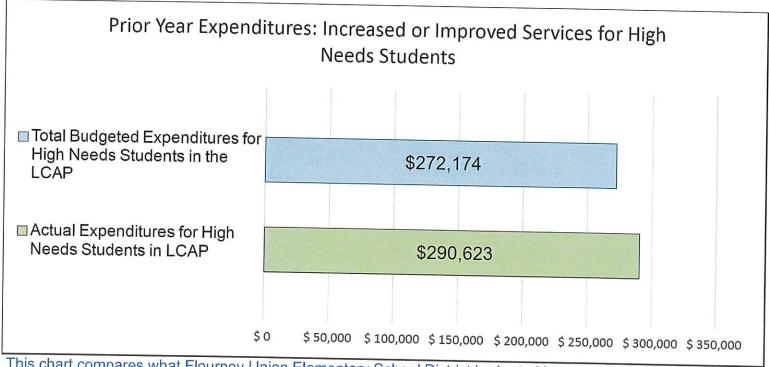
General Fund Budget Expenditures not included in the LCAP consist of general education teachers, the special education program, facility maintenance, utilities, administration, categorical programs, and other restricted grants.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Flournoy Union Elementary School District is projecting it will receive \$99,234.00 based on the enrollment of foster youth, English learner, and low-income students. Flournoy Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Flournoy Union Elementary School District plans to spend \$289,306.00 towards meeting this requirement, as described in the LCAP.

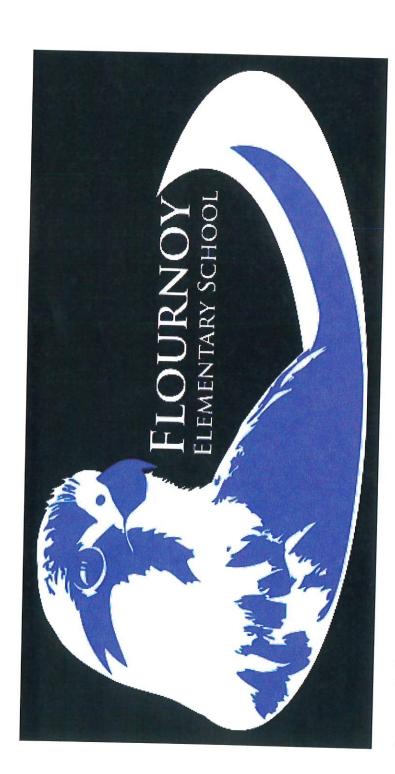
LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Flournoy Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Flournoy Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Flournoy Union Elementary School District's LCAP budgeted \$272,174.00 for planned actions to increase or improve services for high needs students. Flournoy Union Elementary School District actually spent \$290,623.00 for actions to increase or improve services for high needs students in 2022-23.



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Emoil and Dece	Liliali allu Pilolle		1 davis@ilouffloyschool.org 530-833-5331
Contact Name and Title		Rachel Davis	Superintendent
Local Educational Agency (LEA) Name	Floring Honor Flores	i carried of north Elementary ocnool District	

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten-12, as applicable to the LEA.

Flournoy School is a tiny, rural school in western Tehama County. Started in 1922, it was a one room schoolhouse that filled the need for a ranching community school, Flournoy today serves 48 children, TK through grade 8. Student demographics include 64.4% Free/Reduced, 12.2% Special Education, 75% White, 22.92% and Hispanic 2.08 Multiple. Flournoy currently has no Foster students enrollment and one and parents. Academics are our priority, and our local kids have been able to demonstrate their writing and artistic skills on display for our location make it a very unique school. Flournoy is a warm and welcoming school, and creates a family-like atmosphere for students, staff, paraprofessionals, a full-time business manager, a part time cook/manager and a part time custodian. Flournoy's student population and consistently taken top honors. Not only does Flournoy focus on academic individualized instruction and full-inclusion for students, but we local community. We have competed in many writing and art competitions with much larger schools, and our Flournoy students have Reclassified English Learners. During 2022/23, Flournoy staff consisted of 1 Superintendent/Teacher, 1 Teacher, 3 part time also offer extra-curriculum opportunities for our students. Our school competes competitively in volleyball and basketball.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

A review of the California Dashboard reflect a very low suspension rate for all students. All local indicators have been met with parent and student feedback appreciative of the school culture and climate. All curriculum is standards aligned and staff appropriately credentialed.

Reflections: Identified Need

performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas. A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low

These absences were due to increased illnesses and parents having a hard time getting their students up in the morning. Between the 20/21 Flournoy Elementary qualified as an ATSI based on the Socioeconomically Disadvantaged (SED) and White (W) subgroups in the area of chronic absenteeism. SED students had a chronic absenteeism grate of 47.4% and the White group had a chronic absenteeism of 35.9%. and 21/22 CAASP tests, there was a decline in student meeting ELĂ standard MĂ standards. This decline is noted in iReady scores A brief overview of the LCAP, including any key features that should be emphasized.

MISSION STATEMENT: The Mission of Flournoy Elementary School is to provide academic excellence, responsible citizens, and a lifelong

district. Staff work closely with the Tehama SELPA to provide IEP services while Flournoy teachers address learning and social-emotional families and children. Flournoy has a large percentage of Special Education students, which present challenges for a small, rural school Flournoy's LCAP goals address student achievement for all Flournoy students and providing a safe, welcoming school environment for

special needs and family-like atmosphere. Flournoy Union Elementary School District will strive to achieve these two goals from 2021-2024: LCAP Goal #1- All Flournoy students will advance toward proficiency on an annual basis in both ELA and Math as measured by state and activities. Both teachers share responsibility to provide specialized and individualized instruction. Parent participation is important to our program and staff work closely with all families daily. Based on this information our two LCAP goals are custom fit to our small school's needs. Our instructional model is "full inclusion" which means Special Needs students are fully included in all Flournoy lessons and

LCAP Goal #2- Flournoy School will provide a safe, welcoming school environment and culture.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Flournoy Elementary School District was not identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Flournoy Elementary School District was not identified for CSI.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Flournoy Elementary School District was not identified for CSI.

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Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Stakeholder involvement at Flournoy includes the following:

*Families - notification through the website, Catapult Connect mass communications and monthly calendar: Monthly events, field trips, parent

*Regular staff discussions and feedback-every minimum day Monday

*Flyer/Poster distribution to community members during school events- Back to School Night September, Christmas Performance, Spaghetti

feed April, State Testing notification Spring.

*Board meetings- every 3rd Tuesday of the month *Parent Conferences- November 14th-18th

*Staff/Parent Advisory Meetings- 4/18, 5/24 (included special education parent)

*Annual Student/Parent/Staff survey- Spring

*Learning Continuity and Attendance Plan Review/Survey- Fall

*Student Information System (Aeries)-Weekly with grade reports, students and parents were sent home directions to create username/passwords to access their child's attendance and academic progress in November.

*Flournoy Elementary does not have collective bargaining units.

A summary of the feedback provided by specific educational partners.

Parent and Staff Feedback (Surveys and Parent Advisory Committee): Parent feel there is good daily communication from teachers and staff and appreciate the respectful relationship with families and the school's desire to receive and respect their input. They feel the staff desires to time. Specific events appreciated include: back to school nights, book fairs, and the caring environment at the school. Parents feel supported learn about their family's strengths, cultures, language, and goals. 3/10 parents are unsure about resources available to support the learning opportunities for families to get involved, volunteer, and appreciate the welcoming environment at the school where they can check in at any regarding students. They appreciate the way individual personalities are utilized to strengthen community involvement. Smaller class sizes, of their child. Suggestions for areas to improve are providing ideas/activities for improving student learning at home and providing a questionnaire at the beginning of each year to parents to list their child's needs and home life and a semester meeting in regards to allowing teachers and staff to learn more about each child and their family lives is appreciated. Parents responded there are many

appreciate being part of a small school and the rapport with their classmates. Many positive comments were received about the art lessons Student Feedback: Students respect and appreciate the teachers and school staff as well as the support they receive from staff. The

and activities. Some areas of improvement include: more/longer breaks during the day; making learning more fun, creating a sense of fairness for all students with more individual consequences, more hands on activities, more equipment on the playground.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

parent group will be forming at our school. All parents will be welcome to join and the focus of the group will include a multitude of items. For standards based curriculum. We will be providing additional after school support for students to improve in academic areas. This Fall, a new example; improved school security system, curriculum adoption, LCAP input, and many more topics that arise. Also, another area within our This will also help address providing a more challenging curriculum for year process. Year 1 will be the adoption of social studies, year 2 will be Mathematics, and Year 3 will be English Language Arts. Parents, The input and responses we received were pivotal in the planning of our LCAP. Aspects of the LCAP that were influenced by specific input from our educational partners include; providing afterschool academic support, increased opportunities for parent/student support, and new LCAP that was influenced by our educational partners, includes adopting new standard based state adopted curriculum. It will be a three our students. The survey results and staff/parent meetings were very helpful and essential for planning our LCAP. staff, and students will be part of the screening and adoption process.

Goals and Actions

Goal

Goal #

An explanation of why the LEA has developed this goal.

Based on stakeholder input staff, parents, and the community would like to see students have academic growth.

Measuring and Reporting Results

Metric	Baseline	Voor 1 Outcome			Desired Outcome for
	D	real I Oulcome	Year 2 Outcome	Year 3 Outcome	2023–24
Percentage of Students meeting ELA standard CAASP standards will 18/19 Me increase 30.0%	Percentage of ELA-38.6 below Students meeting ELA standard CAASP standards will 18/19 Met Standard increase 30.0%	20/21 Met Standard: 45.16%	21/22 Met Standard: 42.86%		ELA- 50% of students meeting/exceeding
Percentage of Students meeting MATH CAASP standards will increase.	72.8% below standard 20/21 Met Standard: 18/19 Met Standard: 32.26% 20%	20/21 Met Standard: 32.26%	21/22 Met Standard: 17.14%		MA - 40% of students meting/exceeding.
Easy CBMs	Easy CBMs: 70% demonstrated sufficient growth in reading fluency	2021/2022 Easy CBMs: 71.4% demonstrated sufficient growth in	22/23 Easy CBMs: 60% demonstrated sufficient growth in reading fluency or		Easy CBMs: 76% will demonstrate sufficient growth in reading fluency

2023-24 Local Control and Accountability Plan for Flournoy Union Elementary School District

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		reading fluency or maintained grade level/up grade level reading fluency	maintained grade level/up grade level reading fluency		
ELL Reclassification Rates Increase	0	21/22 1 reclassified	22/23 1 reclassified		ELPAC: Reclassify student by Year 1.
Williams Reports	There were no Williams reports for 2020-21	No Williams complaints received.	No Williams complaints received.		Continue with no Williams Reports complaints
Professional Development Records/CCSS/SEL implementation.	Spring 2020: Jump Math Training, Stem scopes Staff Curriculum Training Webinar Fall 2021.	Staff participated in SEL training through TCDE. 2021/2022.	Staff participated in SEL training through TCDE. 22/23. Staff participated in the Safe Kids training H.E.R.O Curriculum 22/23		CCSS professional development within ELA and Mathematics
Parent Surveys-Broad course of study satisfaction, parent participation	2018/2019 Parent survey results: parents indicated strengths were Flournoy provides quality education and student's get individual attention. Areas of improvement: science standard implementation.	Spring 2022 Student/Parent/Staff Survey Results: Strengths- 100% are satisficed with the school, feels the school performs well academically. Areas of improvement- higher- level standards based curriculum and increased opportunities for parent/student	Spring 2023 Student/Parent/Staff Survey Results: Strengths: 100% are satisfied with the school, appreciate the school environment, and efforts of staff. Areas of Improvement: More resources for supporting student learning outside of school.		Parent Survey: improve science curriculum and continue with parent survey results strengths.

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Desired Outcome for 2023–24		100% of students have a Chromebook	i-Ready: Reading- 48% of students will achieve one year's typical growth. Math- 35% of students will achieve one year's typical growth.	100% students at level 4 (Well- developed)
Year 3 Outcome				
Year 2 Outcome		100% of students have access to chromebooks.	i-Ready 2022/2023: 20.0% of students achieved one year's typical growth in Reading. 24.0% of students achieved one year's typical growth in math.	
Year 1 Outcome	decision-making and input.	100% of students have access to Chromebooks	i-Ready 2021/2022: 46.9% of students achieved one year's typical growth in Reading. 36.7% of students achieved one year's typical growth in math.	
Baseline		2020/20201 School Year: 32/42 students at Flournoy have a Chromebook	i-Ready 2020/2021: 42% of students achieved one year's typical growth in Reading. 29% of students achieved one year's typical growth in math.	ELPAC: 20/21- 100% ELPAC scores were at Level 3 (moderately developed)
Metric		Technology Access for students	i-Ready	ELL Proficiency Rates Increase

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Instructional Staff	All instructional staff will be highly qualified, appropriately assigned and receive appropriate professional development, support and materials necessary to implement CCSS/NGSS and the full inclusion instructional model.	\$229,716.00	Xes Yes

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Contributing	ON	0 2	Yes
Total Funds	\$250.00	\$14,985.00	\$51,500.00
Description	All Flournoy students will have access to academic and social enrichment opportunities both within and outside the school day. Opportunities to include: *College/Career Opportunities activities *Field trips *Small Schools Consortium activities (Art Celebration, Science Fair, 8th Grade Career Day)	Instructional staff will integrate technology into daily lessons, assessments and student projects. Internet access to be provided through a MOU to TCDE; desktop support to be included. *Software purchases may include: *Assessment software *Read Live *Typing program *Formative Loop *I-Ready *Mystery Science *Technology devices will be upgraded and/or replaced as need and budget allow.	Flournoy students needing academic interventions will receive intervention support for both ELA and Math. Interventions to be provided through: *Individualized Skills Practice *Full inclusion certificated instruction and Resource Teacher time *After school tutoring as necessary *SERRF *ELOP
Title	Academic and Social Enrichment Opportunities	Technology	Academic Interventions
Action #	1.5	9.	7.7

Action #	Title	Description	Total Funds	Contributing
7.8	Highly Qualified Paraprofessionals	Paraprofessionals will be highly qualified, and receive appropriate professional development, support and supplemental materials necessary to implement CCSS/NGSS and the full inclusion instructional model.	\$125,487.00	Yes
		A portion of our 15% additional concentration funds will be utilized to provide a stipend to our paraprofessionals as we seek to retain their services.		
1.9	Curriculum Adoptions	Curriculum Adoptions Over the next 3 years, we will be adopting curriculum in the following areas. (22/23)-Social Studies (23/24)-English Language Arts. (24/25)- Mathematics	\$16,911.00	ON N

Goal Analysis [2022-23]

A description of any substantive differences in planned actions and actual implementation of these actions. An analysis of how this goal was carried out in the previous year.

We did not see the academic growth expected but were able to maintain and enhance technology resources to students. Parents expressed appreciation for staff and would like more resources and help in meeting the needs of their children

Action 1.9 Rather than adopting Social Studies in the current year we purchased more Math curriculum.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1.1 Due to raises and incentives, staff cost went up.

Action 1.2 Additional costs for instructional materials were incurred due to increased costs for materials and supplemental materials being added.

Action 1.5 All activities were either did not cost Flournoy or were paid from outside sources. Action 1.7 Increased costs were incurred for intervention materials and extra time for staff.

2023-24 Local Control and Accountability Plan for Flournoy Union Elementary School District

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Action 1.9 We spent \$13397.00 less to add more Math Curriculum.

An explanation of how effective the specific actions were in making progress toward the goal.

The newly purchased standards based curriculum is supporting our progress towards proficiency within Mathematics and English Language Arts. All actions helped address our goal although academic performance on CAASP was not as expected.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Action 1.9 Has been changed to reflect a new adoption schedule.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update

Goals and Actions

Goal

Goal #	Description
2	Flournoy School will provide a safe, welcoming school environment and culture.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic absenteeism rates will decrease	Chronic Absenteeism for 2018-19: 2.6%	Chronic Absenteeism for 2021-2022: 4.1%	Chronic Absenteeism for 2022-2023: 37.7%		Reduce/maintain 2.6% chronic absenteeism.
Attendance Rates will increase	P1 Attendance for 2020-21: 39.94% 0 SARB referrals	Annual Attendance for 2021-2022: 88.96% 2022-2023: 93.31% 0 SARB referrals	Annual Attendance for 2022-2023: 93.31% 0 SARB referrals		Maintain 95% attendance rate. 0 SARB reports
Suspension Rates	2020-2021 School year 2 suspensions	0 suspensions	0 suspensions		0 Suspensions
Expulsion Rates	2020-2021: 0 expulsions	0 expulsions	0 expulsions		0 expulsions
Middle school dropout 2020-2021: 0% rates	2020-2021: 0% Middle School	0 dropout rate	0 dropout rate		0% Middle School Dropout Rates

2023-24 Local Control and Accountability Plan for Flournoy Union Elementary School District

Desired Outcome for 2023–24		100% participation in staff safety training; 100% compliance with safety drills,	Continue with strong parent satisfaction for student safety and school environment	Bullying Reports: continue zero negative social interaction and bullying reports.	Continued FIT good repair status
Year 3 Outcome					
Year 2 Outcome		100% participation in staff safety training; 100% compliance with safety drills.	Spring 2022/2023 Staff, Student, and Parent Survey Results: 100% are satisfied with the school and high satisfaction for student safety and school environment	0 bullying reports	FIT status was good
Year 1 Outcome		100% participation in staff safety training; 100% compliance with safety drills	Spring 2021/2022 Staff, Student, and Parent Survey Results: 100% are satisfied with the school and high satisfaction for student safety and school environment	0 bullying reports	FIT status was good
Baseline	dropout rate	2020-2021: 100% participation in staff safety training; 100% compliance with safety drills	2018-2019 Survey Results: High Parent satisfaction for student safety and school environment.	2020-2021: 0 negative social interaction and bullying reports	January 2020-21 FIT indicates good repair status.
Metric		Staff Safety Training/School Safety Drills	Stakeholder Survey regarding school environment	Bullying reports	FIT reports

Actions

Action #	Title	Description	Total Finds	Contribution
2.1	Maintain Facilities	Maintain facilities in excellent condition; provide custodial and maintenance staff and supplies. Professional development will be provided to ensure compliance and knowledge base is up to date.	\$30,139.00	
2.2	Maintain Daily Attendance and Discipline	Notify families of excessive absences and discipline concerns. Refer to SARB as appropriate. Implement attendance incentive program. Cover the cost of an attendance program (AERIES).	\$6,240.00	Yes
2.3	Safety	Staff will implement the Flournoy Safety Plan and ensure monthly student safety drills (to include intruder, fire, rattlesnakes). Staff will provide instruction related to appropriate social interactions and bullying prevention. Updates will be posted on the website and in the monthly calendar for parent information.	\$0.00	0 Z
2.4	Staff Training	Staff will participate in mandated training annually (using Keenan Safe Schools).	\$0.00	O N
2.5	Healthy Meals	Provide healthy meals to all students.	\$57,669.00	o N

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Based on engagement partner feedback progress was made in creating and supporting a positive school climate. There were no differences in actions. An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 2.2 Additional funding sources were utilized for this action.

Action 2.3 Costs were higher for programs and equipment than originally planned. Action 2.4 Costs were higher than originally planned. An explanation of how effective the specific actions were in making progress toward the goal.

staff in effectively working with students in a positive manner. We were able to provide healthy meals. While absenteeism was not improved All actions were completed and contributed to our meeting this goal. PD was provided to staff that helped build the mindset and skillset of due to the comments made in our LCAP analysis, students behavior was supported in a manner that did not require suspensions or expulsions,

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes in goal or actions.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update

Goals and Actions

Goal

An explanation of why the LEA has developed this goal

Measuring and Reporting Results

Desired Outcome for 2023–24	
Year 3 Outcome	
Year 2 Outcome	
Year 1 Outcome	
Baseline	
Metric	

Actions

Description
MISSESS

Goal Analysis [2022-23]

A description of any substantive differences in planned actions and actual implementation of these actions. An analysis of how this goal was carried out in the previous year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services. An explanation of how effective the specific actions were in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice. A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected Additional LCFF Concentration Grant (15 percent)	7,922
Projected LCFF Supplemental and/or Concentration Grants	\$99,234.00

Required Percentage to Increase or Improve Services for the LCAP Year

Total Percentage to Increase or Improve Services for the Coming	17.74%
LCFF Carryover — Dollar	\$0.00
LCFF Carryover — Percentage	%00.0
Projected Percentage to Increase or Improve Services for the Coming School Year	17.74%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

(1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of meeting the goals for these students. Actions 1.1, 1.8: As identified by the staff and through an analysis of academic assessment and classroom work samples, we have identified instruction that helps them make meaningful connections as they develop grit, persistence, and the intrinsic motivation required to help them highly qualified teachers and staff that have and will expand on the knowledge for working effectively with these students through strategies become more self-directed in their learning. To address this need we will center our professional development of certificated and classified that our EL, FY, and LI student groups are struggling in the area of meeting academic requirements. To address this need, we will seek that help these students access the core curriculum and master essential skill sets. We also know these students need more focused staff on teaching strategies that are trauma-informed, memorable, passion-building, and help students make meaningful connections.

academic assessments to help us identify the key skills these students are missing that are creating the learning gap between them and their identified that our EL, FY, and LI students are struggling in the area of meeting academic requirements. To address this need, we will utilized peers. These assessments will be used to track the progress these students are making so that adjustments can be made and guide the Action 1.7:: As identified by the staff and through an analysis of academic assessment, grades, and classroom observations, we have intervention supports enhanced by our paraprofessionals and Tier II strategies/grouping within the classroom. Action 2.2: As identified by the staff and through an analysis of attendance records, we have identified that our EL, FY, and LI students often attendance of these students further compounds their learning difficulties as they are not consistently receiving core instruction that builds on attendance of students and engage with their families in proactively understanding the barriers and their perceptions that are impacting their children's inconsistent attendance. We are also implementing communication strategies that convey meaningful information to our families have poor attendance that negatively impacts their ability to make positive connections with their peers and the school culture. The poor that help them value the practices of our district and help them build a positive connection with the school culture and climate that builds previous learning or receiving intervention services in a regular manner. To address this need, we have identified staff to monitor the within them a stronger value and importance for their child's participation at school.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage

actions within our LCAP so as to insure these students make more progress than their peers that subsequently will close the achievement A review of our FY, EL, and LI students has been first and foremost taken into consideration as we have drafted the increased/improved gap between the groups. While many of these actions will benefit all students, the benefit to our EL, FY, and LI will be far greater as: Actions 1.1, 1.8: We implement strategic and well-designed processes for the interviewing and hiring of our staff along with providing them with targeted professional development specifically focused on the needs identified above. This PD will focus on MTSS, SEL, and developing, within staff a clear understanding for the needs of our unduplicated students and how to support them. Action 1.7: We implement research-based academic assessments in both ELA and MA that not only assess the current areas of strength and weakness of students, but help us design targeted Tier 1 and Tier II interventions that occur within the classroom, by the classroom teacher, and by paraprofessionals. These assessment further help us analyze the needs of our students to better inform our instructional practices and the professional development the district designs throughout the year.

various community resources together to support families, we believe they will increase their awareness and value for consistent attendance. families. As our families receive help navigating personal and professional struggles by the resources offered through SARB that help bring Action 2.2: We implement teaching strategies to build intrinsic motivation and value for attending school on behalf of the students and their The added connections between our staff and families will also help build relationships that will support this goal in an effort to proactively impact a more consistent attendance pattern by students. Access to transportation at no charge will also minimize barriers and excuses families may have that prevent their student from attending school which will lead to more consistent attendance and provide our staff with resources they can rely on in helping parents address personal barriers. A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and lowincome students, as applicable.

\$7,042 additional concentration funds is not enough to add staff. We will use these funds to provide additional training and offer incentives to our current staff as identified in Actions 1.1 and 1.8.

Staff-to-student ratios by type of school and concentration of undublicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of		3:70
classified staff providing		
direct services to students		
Staff-to-student ratio of		2.40
certificated staff providing		7.10
direct services to students		

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Funds Total Personnel	Total Non-
Fotals	\$337,603.00	\$54,376.00	\$5,352.00	\$149 845 00	\$547 176 00	\$410,632,00	\$4.26.E42.00

							-	
Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
-	Σ	Highly Qualified Instructional Staff	English Learners Foster Youth Low Income	\$229,716.00	\$0.00	*00.00	\$0.00	\$229,716.00
-	1.2	Instructional Materials	All	\$1,500.00	\$5,166.00			\$6,666.00
~	1.3	Services for Special Needs students	Students with Disabilities	\$3,113.00				\$3,113.00
	1.4	Parent Engagement/Commu nication	All	\$4,500.00				\$4,500.00
~	1.5	Academic and Social Enrichment Opportunities	All	\$250.00				\$250.00
~	1.6	Technology	All	\$8,795.00			\$6,190.00	\$14,985.00
~	1.7	Academic Interventions	English Learners Foster Youth Low Income	\$1,500.00			\$50,000.00	\$51,500.00
~	1.8	Highly Qualified Paraprofessionals	English Learners Foster Youth Low Income	\$57,202.00	\$32,299.00	\$0.00	\$35,986.00	\$125,487.00
	1.9	Curriculum Adoptions	All		\$16,911.00			\$16,911.00
2	2.1	Maintain Facilities	All	\$30,139.00	\$0.00	\$0.00	\$0.00	\$30,139.00

							10.10.00 mm 10.00 mm	
Goal	Goal Action #	Action Litle	Student Group(s)	LCFF Funds	Other State Funds Local Funds	Local Funds	Federal Funds	Total Funds
2	2.2	Maintain Daily Attendance and Discipline	English Learners Foster Youth Low Income	\$888.00	\$0.00	\$5,352.00	\$0.00	\$6,240.00
2	2.3	Safety	₹	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.4	Staff Training	F	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.5	Healthy Meals	All	\$0.00	\$0.00	\$0.00	\$57,669.00	\$57,669.00

2023-24 Contributing Actions Tables

Total LCFF Funds	\$289,306.00	\$59,590.00
Totals by Type	Total:	LEA-wide Total:
Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	51.71 %	eretteret etcheld
5. Total Planned Percentage of Improved Services (%)	%00.0	
4. Total Planned Contributing Expenditures (LCFF Funds)	\$289,306.00	
Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	17.74%	
LCFF Carryover — Percentage (Percentage from Prior Year)	%00.0	
3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by	17.74%	
	\$99,234.00	
1. Projected LCFF Base Grant	\$338,430	

							Schoolwide Total:	\$229,716.00
Goal	Goal Action#	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF	Planned Percentage of Improved Services (%)
-	7.	Highly Qualified Instructional Staff	Yes	Schoolwide	English Learners Foster Youth Low Income		\$229,716.00	
-	1.7	Academic Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,500.00	
-	1.8	Highly Qualified Paraprofessionals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$57,202.00	
2	2.2	Maintain Daily Attendance and Discipline	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$888.00	

\$59,590.00 \$0.00

Limited Total:

2022-23 Annual Update Table

Total Estimated Expenditures (Total Funds)	\$505,877.00
Last Year's Total Planned Expenditures (Total Funds)	\$445,102.00
Totals	Totals

Last Year's Goal #	Last Year's Action Goal # #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures
2	2.1	Maintain Facilities	ON	\$29,585.00	32,653.00
2	2.2	Maintain Daily Attendance and Discipline	Yes	\$4,342.00	3,740.00
2	2.3	Safety	O.Z.	\$0.00	00.009
2	2.4	Staff Training	O _Z	\$0.00	337.00
2	2.5	Healthy Meals	ON.	\$50,914.00	53,661.00

2022-23 Contributing Actions Annual Update Table

6. Es Ly Suppl an Conce Gr (Input	6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Retween Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from	5. Total Planned ned Percentage of Ed Improved For Services (%)	8. Total Estimated Percentage of Improved Services (%)	Betwee and E Perce Imp Sel (Subtra	
\$6\$	\$93,761	\$272,174.00	\$290,623.00	(\$18,449.00)	0.00%	0.00%	%00.0	
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title		Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF		Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services
-	1.1	Highly Qualified Instructional Staff	uctional	Yes	00	232,684.00		(mpart ciccinage)
-	1.7	Academic Interventions	ns	Yes	\$1,500.00	2,310.00		
1	1.8	Highly Qualified Paraprofessionals		Yes	\$61,789.00	54,741.00		
2	2.2	Maintain Daily Attendance and Discipline	ance and	Yes	\$4,342.00	888.00		

2022-23 LCFF Carryover Table

13. LCFF Carryover — Percentage (12 divided by 9)	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
Actual 12. LCFF Percentage of Carryover — Increased or Improved Services from 10 and from 10 and 9, plus 8)	00 00
	56 17%
8. Total Estimated Actual Percentage of Improved Services (%)	0.00%
7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	\$290,623.00
10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	26.74%
LCFF Carryover — Percentage (Percentage from Prior Year)	8.62%
6. Estimated Actual LCFF Supplemental and/or Concentration Grants	\$93,761
9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	\$517,367

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, Office, by phone at 916-319-0809 or by email at Icff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- learning performance data. LEA's should continually evaluate the hard choices they make about the use of limited resources to meet student and Comprehensive Strategic Planning: The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and community needs to ensure opportunities and outcomes are improved for all students.
- programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's Meaningful Engagement of Educational Partners: The LCAP development process should result in an LCAP that reflects decisions made be included in the LCAP.
- Accountability and Compliance: The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
- Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF ($\it EC$ Section 52064[b][4-6])
- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]) 0

outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK-12), but also allow educational partners to understand why, and whether those strategies are leading to improved to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

LEA using its budgetary resources to respond to TK-12 student and community needs, and address any performance gaps, including Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK-12 students.

developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the These instructions address the requirements for each section of the LCAP, but may include information about effective practices when purpose that each section serves.

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Plan Summary Purpose

community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP. A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's

Requirements and Instructions

information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the

a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include **Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include "Orange" performance category or any local indicator where the LEÁ received a "Not Met" or "Not Met for Two or More Years" rating AND (b) this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- Schools Identified: Identify the schools within the LEA that have been identified for CSI.
- Support for Identified Schools: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA

districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, also consult with the special education local plan area administrator(s) when developing the LCAP.

developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in schoolsite and district-level goals and actions. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate. <u>a</u>
- If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate. â
- Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), ਹ
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the

 Inclusion of a goal or decision to pursue a Focus Goal (as described below) 2023-24 Local Control and Accountability Plan for Flournoy Union Elementary School District

- Inclusion of metrics other than the statutorily required metrics
 - Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
 - Determination of effectiveness of the specific actions to achieve the goal
 - Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s

reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly

based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected measuring progress toward the goal. Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP. in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- Consistently low-performing student group(s) goal requirement: An LEA meeting the consistently low-performing student group(s) criteria must Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with
- Goal Description: Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous Explanation of why the LEA has developed this goal: Explain why the LEA is required to develop this goal, including identifying the student achieve the outcomes identified in the goal description.

performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/

- outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must Low-performing school(s) goal requirement: A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- Goal Description: Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to Explanation of why the LEA has developed this goal: Explain why the LEA is required to develop this goal, including identifying the schools(s) improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate). Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- Metric: Indicate how progress is being measured using a metric.
- Baseline: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- Year 1 Outcome: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- Year 2 Outcome: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. •
- Year 3 Outcome: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- Desired Outcome for 2023–24: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023-24 LCAP year.

Timeline for completing the "Measuring and Reporting Results" part of the Goal.

Desired Outcome for Year 3 (2023–24)	Enter information in this box when completing the LCAP for 2021–22 or when adding a new
Year 3 Outco	Enter information in this box when completing the LCAP for 2024—25. Leave blank until then.
Year 2 Outcome Year 3 Outcome	Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.
Year 1 Outcome	Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.
Baseline	Enter information in this box when completing the LCAP for 2021–22.
Metric	Enter information in this box when completing the LCAP for 2021–22.

use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the tool for local indicators within the Dashboard. **Actions**: Enter the action numbér. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the requirements in California Code of Regulations, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP). action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must indude specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed,

- successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
 - Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section students in grades TK-12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year. Projected Percentage to Increase or Improve Services for the Coming School Year. Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%)

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0)

Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

It considers the needs, conditions, or circumstances of its unduplicated pupils;

The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed]) After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-

designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s]) climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and In order to address this condition of our low-income students, we will develop and implement a new attendance program that is

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In]) COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

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describe how the actions are the most effective use of the funds to meet these goals for its unduplicated pupils. Provide the basis for this Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities. For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required. Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that to all students for the relevant LCAP year,

Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the English learners, and low-income students, as applicable.

these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to schools and the criteria used to determine which schools require additional staffing support. In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- LCAP Year: Identify the applicable LCAP Year.
- 1. Projected LCFF Base Grant: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations. 2. Projected LCFF Supplemental and/or Concentration Grants: Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school

- 3. Projected Percentage to Increase or Improve Services for the Coming School Year: This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- LCFF Carryover Percentage: Specify the LCFF Carryover Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%)
- Total Percentage to Increase or Improve Services for the Coming School Year: This percentage will not be entered; it is calculated Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover services provided to all students in the coming LCAP year.
- Goal #: Enter the LCAP Goal number for the action.
- Action #: Enter the action's number as indicated in the LCAP Goal.
- Action Title: Provide a title of the action.
- Student Group(s): Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- Contributing to Increased or Improved Services?: Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is not included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
- Scope: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades unduplicated student groups.
- Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all Unduplicated Student Group(s): Regardless of scope, contributing actions serve one or more unduplicated student groups. O
- must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must Location: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA O

- Time Span: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months.
- Total Personnel: Enter the total amount of personnel expenditures utilized to implement this action.
- Total Non-Personnel: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- LCFF Funds: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action Note: For an action to contribute towards meeting the increased or improved services requirement it must include some
- Other State Funds: Enter the total amount of Other State Funds utilized to implement this action, if any.
- Local Funds: Enter the total amount of Local Funds utilized to implement this action, if any.
- Federal Funds: Enter the total amount of Federal Funds utilized to implement this action, if any.
- Total Funds: This amount is automatically calculated based on amounts entered in the previous four columns.
- the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for Planned Percentage of Improved Services: For any action identified as contributing, being provided on a Limited basis to learners, and/or low-income students.
- Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

Estimated Actual Expenditures: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only the LCAP for the relevant LCAP year:

- grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year. 6. Estimated Actual LCFF Supplemental and/or Concentration Grants: Provide the total amount of LCFF supplemental and concentration
- Estimated Actual Expenditures for Contributing Actions: Enter the total estimated actual expenditure of LCFF funds used to implement this
- unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated Estimated Actual Percentage of Improved Services: For any action identified as contributing, being provided on a Limited basis only to for the action as a percentage rounded to the nearest hundredth (0.00%),
- the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements

actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant 9. Estimated Actual LCFF Base Grant: Provide the total amount of LCFF funding the LEA estimates it will receive for the current Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the 10. Total Percentage to Increase or Improve Services for the Current School Year: This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF services provided to all students in the current LCAP year.

Calculations in the Action Tables

information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
- This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
- This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7), If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Pursuant to $ar{\it E}$ C Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Estimated Actual Percentage of Improved Services will display "Not Required,"

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
- This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
- This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover - Percentage from the prior year. o
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8). О
- 12. LCFF Carryover Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds. 0

Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover Percentage (12 divided by 9)
- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education January 2022

COMPARISON - Unrestricted Revenues

LCFF Sources Federal Revenue Other State Revenue Other Local Revenue	\$ \$ \$	8,664.00 21,460.00	\$ \$ \$ \$	Budget 672,323.00 - 9,323.00 21,460.00	\$ \$ \$	Difference 48,266.00 - 659.00
Total Revenues	\$	654,181.00	\$	703,106.00	\$	48,925.00
COMPARISON - Unrestricted Expenditures						
Certificated Salaries	\$	184,243.00	\$	183,126.00	\$	(1,117.00)
Classified Salaries	\$	121,084.00	\$	124,707.00	\$	3,623.00
Employee Benefits	\$	119,741.00	\$	120,461.00	\$	720.00
Books & Supplies	\$	21,985.00	\$	17,193.00	\$	(4,792.00)
Services	\$	138,779.00	\$	117,246.00	\$	(21,533.00)
Capital Outlay	\$	-	\$		\$	~
Other Outgo/Transfers of Indirect Costs	\$	100.00	\$	100.00	\$	_
Total Expenditures		585,932.00	\$	562,833.00	\$	(23,099.00)
	\$	68,249.00	\$	140,273.00	\$	72,024.00
Transfers Out	\$	-	\$	10,269.00	\$	10,269.00
COMPARISON - Fund Balance, Reserves						
Beginning Fund Balance	\$	764,349.00	\$	832,598.00		
Ending Fund Balance	\$	832,598.00	\$	962,602.00		
Net Increase (Decrease) In Fund Balance	\$	68,249.00	\$	130,004.00		
Prepaid Expenses			æ			
Revolving Cash			\$ \$	1,500.00		
Reserve for Economic Uncertainties			Ψ \$	80,000.00		
Other Assignments			\$	881,102.00		
Total Reserves			\$	962,602.00		

Budget, July 1 General Fund Unrestricted and Restricted Expenditures by Object

A. REVENUES 1) LCFF Sources 2) Federal Revenue 3) Other State Revenue 4) O'ther Local Revenue 5) TOTAL, REVENUES 8) Employ ee Benefits 4) Books and Supplies 5) Sarvices and Other Operating Expenditures 6) Capital Outlay 7) Other Outgo (excluding Transfers of Indirect Costs 9) Other Outgo (excluding Transfers of Indirect Costs 1) Other Outgo (excluding Transfers of Indirect Costs 9) Other Outgo (excluding Transfers of Indirect Costs 9) Other Outgo (excluding Transfers of Indirect Costs 9) Other Outgo (excluding Transfers Out Costs) 1) Interfund Transfers 1) Interfund Transfers 1) Interfund Transfers 1) Other Sources 1) Other Sources 1) Other Sources 1) Contributions 4) TOTAL, OTHER FINANCING 8) Contributions 4) TOTAL, OTHER FINANCING 8) CONTRIBUTION									
drect direct cin G		ļJ.	202	2022-23 Estimated Actuals			2023-24 Budget		
A. REVENUES 1) LCFF Sources 2) Federal Revenue 3) Other State Revenue 4) Other Local Revenue 5) TOTAL, REVENUES 8. EXPENDITURES 1) Certificated Salaries 2) Classified Salaries 3) Employ ee Benefits 4) Books and Supplies 5) Services and Other Operating Expenditures 6) Capital Outlay 7) Other Outgo excluding Transfers of Indirect Costs 8) Other Outgo excluding Transfers of Indirect Costs 9) Total, Expenditures 6) Capital Outlay 7) Other Outgo excluding Transfers of Indirect Costs 9) Other Outgo excluding Transfers of Indirect Costs 9) Total, Expenditures 1) Interfund Transfers 3) Transfers In b) Transfers Out 2) Other Sources/Uses a) Sources b) Uses 3) Contributions 4) TOTAL, OTHER FINANCING SOURCES/USES		Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C& F
1) LCFF Sources 2) Federal Rev enue 3) Other State Rev enue 4) Other Local Rev enue 5) TOTAL, REVENUES 8. EXPENDITURES 1) Certificated Salaries 2) Classified Salaries 3) Employ ee Benefits 4) Books and Supplies 5) Services and Other Operating Expenditures 6) Capital Outlay 7) Other Outgo (excluding Transfers of Indirect Costs) 8) Other Outgo - Transfers of Indirect Costs 9) TOTAL, EXPENDITURES C. EXCESS (DEFICIENCY) OF REVENUES OVER SOURCES AND USES (45 - 89) D. OTHER FINANCING SOURCES/USES 1) Interfund Transfers a) Transfers Out 2) Other Sources b) Uses 5) Contributions 4) TOTAL, OTHER FINANCING 5) Contributions 4) TOTAL, OTHER FINANCING 5) CONTRIBUTIONS 6) USES 7) CONTRIBUTIONS									
4) Federal Revenue 3) Other State Revenue 4) Other Local Revenue 5) TOTAL, REVENUES 8. EXPENDITURES 1) Certificated Salaries 2) Classified Salaries 3) Employ ee Benefits 4) Books and Supplies 5) Services and Other Operating Expenditures 6) Capital Outlay 7) Other Outgo (excluding Transfers of Indirect Costs 9) TOTAL, EXPENDITURES 5) Other Outgo of Transfers of Indirect Costs 8) Other Outgo of Transfers of Indirect Costs 9) Transfers In b) Transfers In b) Transfers In b) Transfers Out 2) Other Sources/Uses a) Sources b) Uses 3) Contributions 4) TOTAL, OTHER FINANCING SOURCES/USES	8010	8010-8099	624,057.00	0.00	624,057.00	672,323.00	0.00	672,323.00	7.7%
9) Other State Revenue 4) Other Local Revenue 5) TOTAL, REVENUES 8. EXPENDITURES 1) Certificated Salaries 2) Classified Salaries 3) Employee Benefits 4) Books and Supplies 5) Sarvices and Other Operating Expenditures 6) Capital Outgo (excluding Transfers of Indirect Costs 7) Other Outgo (excluding Transfers of Indirect Costs 9) TOTAL, EXPENDITURES 9. TOTAL, EXPENDITURES 9. TOTAL, EXPENDITURES 9. TOTAL, EXPENDITURES 9. OTHER FINANCING SOURCES/USES 1) Interfund Transfers a) Transfers In b) Transfers Out 2) Other Sources/Uses a) Sources b) Uses 3) Contributions 4) TOTAL, OTHER FINANCING SOURCES/USES	8100	8100-8299	00.00	49,995.00	49,995.00	0.00	35,203,00	35 203 00	%9 BC
4) Other Local Revenue 5) TOTAL, REVENUES 8. EXPENDITURES 1) Certificated Salaries 2) Classified Salaries 3) Employ ee Benefits 4) Books and Supplies 5) Sarvices and Other Operating Expenditures 6) Capital Outgo (excluding Transfers of Indirect Costs) 8) Other Outgo (excluding Transfers of Indirect Costs) 8) Other Outgo (excluding Transfers of Indirect Costs) 9) TOTAL, EXPENDITURES 5) Other Plansfers 1) Interfund Transfers 1) Interfund Transfers 1) Interfund Transfers 1) Uses 1) Uses 1) Uses 3) Contributions 4) TOTAL, OTHER FINANCING 5) CURE SOURCES/USES 1) USES 1) USES 1) USES 1) TOTAL, OTHER FINANCING 1) CONTRIBUTIONS 1) CONTRI	8300	8300-8599	8,664.00	189,166,00	197,830,00	OJ 223 DO	00 087 00	20,202,00	0.62
B. EXPENDITURES 1) Certificated Salaries 2) Classified Salaries 3) Employ ee Benefits 4) Books and Supplies 5) Services and Other Operating Expenditures 6) Capital Outlay 7) Other Outgo (excluding Transfers of Indirect Costs) 8) Other Outgo - Transfers of Indirect Costs 9) TOTAL, EXPENDITURES 2. EXCESS (DEFICIENCY) OF REVENUES OVER SYPENDITURES BEFORE OTHER FINANCING SOURCES/USES 1) Interfund Transfers a) Transfers In b) Transfers Out 2) Other Sources/Uses a) Sources b) Uses 3) Contributions 4) TOTAL, OTHER FINANCING SOURCES/USES	9690	8600-8799	21.460.00	49 085 00	70 545 00	2,450.00	32, 304, UU	102,307,00	48.3%
B. EXPENDITURES 1) Certificated Salaries 2) Classified Salaries 3) Employ ee Benefits 4) Books and Supplies 5) Services and Other Operating Expenditures 6) Capital Outlay 7) Other Outgo (excluding Transfers of Indirect Costs) 8) Other Outgo - Transfers of Indirect Costs 9) TOTAL, EXPENDITURES 2. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (45 - B9) 2. OTHER FINANCING SOURCES/USES 1) Interfund Transfers a) Transfers Out 2) Other Sources/Uses a) Sources b) Uses 3) Contributions 4) TOTAL, OTHER FINANCING SOURCES/USES		Т	654,181.00	288.246.00	00.556,07	21,460,00	63,866.00	85,326.00	21.0%
1) Certificated Salaries 2) Classified Salaries 3) Employ ee Benefits 4) Books and Supplies 5) Services and Other Operating Expenditures 6) Capital Coutgo (excluding Transfers of Indirect Costs) 8) Other Outgo (excluding Transfers of Indirect Costs) 9) TOTAL, EXPENDITURES 9) TOTAL, EXPENDITURES 9) TOTAL, EXPENDITURES 1) OTHER FINANCING SOURCES/USES 1) Interfund Transfers a) Transfers In b) Transfers Out 2) Other Sources/Uses a) Sources b) Uses 3) Contributions 4) TOTAL, OTHER FINANCING					00.121.121.0	100.00	192, 053, 00	895,159.00	-5.0%
2) Classified Salaries 3) Employee Benefits 4) Books and Supplies 5) Services and Other Operating Expenditures 6) Capital Outlay 7) Other Outgo (excluding Transfers of Indirect Costs) 8) Other Outgo - Transfers of Indirect Costs 9) TOTAL, EXPENDITURES 2. EXCESS (DEFICIENCY OF REVENUES OVER SYPENDITURES BEFORE OTHER FINANCING SOURCES/USES 1) Interf und Transfers a) Transfers Out 2) Other Sources/Uses a) Sources b) Uses 3) Contributions 4) TOTAL, OTHER FINANCING SOURCES/USES 5) CONTRIBUTIONS 6) CONTRIBUTIONS 7) C	1000	1000-1999	184,243.00	4,000.00	188,243.00	183,126.00	0.00	183.126.00	%L C-
4) Books and Supplies 5) Services and Other Operating Expenditures 6) Capital Outlay 7) Other Outgo (excluding Transfers of Indirect Costs) 8) Other Outgo - Transfers of Indirect Costs 9) TOTAL, EXPENDITURES 9) TOTAL, EXPENDITURES 9) TOTAL, EXPENDITURES 1. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (45 - B9) 1. OTHER FINANCING SOURCES/USES 1) Interfund Transfers a) Transfers In b) Transfers Out 2) Other Sources/Uses a) Sources b) Uses 3) Contributions 4) TOTAL, OTHER FINANCING SOURCES/USES	2000	2000-2999	121,084.00	71,099.00	192,183.00	124,707.00	49,970.00	174,677.00	-9.1%
4) Books and Supplies 5) Services and Other Operating Expenditures 6) Capital Cuttay 7) Other Outgo (excluding Transfers of Indirect Costs) 8) Other Outgo (excluding Transfers of Indirect Costs) 9) TOTAL, EXPENDITURES 9) TOTAL, EXPENDITURES 9) TOTAL, EXPENDITURES 9) TOTAL, EXPENDITURES 7. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9) 1) Transfers In b) Transfers In c) Transfers Out 2) Other Sources/Uses a) Sources b) Uses 3) Contributions 4) TOTAL, OTHER FINANCING SOURCES/USES	3000	3000-3999	119,741.00	47,566.00	167,307.00	120,461.00	34,249.00	154.710.00	7.5%
5) Services and Other Operating Expenditures 5) Cepital Outlay 7) Other Outgo (excluding Transfers of Indirect Costs) 8) Other Outgo - Transfers of Indirect Costs 9) TOTAL, EXPENDITURES 2: EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9) 9. OTHER FINANCING SOURCES/USES 1) Interfund Transfers a) Transfers In b) Transfers Out 2) Other Sources/Uses a) Sources b) Uses 3) Contributions 4) TOTAL, OTHER FINANCING SOURCES/USES	4000	4000-4989	21,985.00	167,389.00	189,374.00	17,193.00	41,058.00	58.251.00	%2.69
9) Capital Outlay 7) Other Outgo (excluding Transfers of Indirect Costs) 8) Other Outgo - Transfers of Indirect Costs 9) TOTAL, EXPENDITURES . EXCESS (DEFICIENCY) OF REVENUES OVER SYPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (45 - B9) 1. OTHER FINANCING SOURCES/USES 1) Interfund Transfers a) Transfers Out 2) Other Sources/Uses a) Sources b) Uses 3) Contributions 4) TOTAL, OTHER FINANCING SOURCES/USES	2000	5000-5999	138,779.00	50,387.00	189,166,00	117,246.00	50,100.00	167,346.00	-11.5%
7) Other Outgo (excluding Transfers of Indirect Costs) 8) Other Outgo - Transfers of Indirect Costs 9) TOTAL, EXPENDITURES 2. EXCESS (DEFICIENCY) OF REVENUES OVER SYPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (45 - 89) 9. OTHER FINANCING SOURCES/USES 1) Interfund Transfers a) Transfers Out 2) Other Sources/Uses a) Sources b) Uses 3) Contributions 4) TOTAL, OTHER FINANCING SOURCES/USES	9000	6669-0009	00.00	13,021.00	13,021,00	0.00	0.00	0 0	-100 n%
8) Other Outgo - Transfers of Indirect Costs 9) TOTAL, EXPENDITURES . EXCESS (DEFICIENCY) OF REVENUES OVER SYPENDITURES BEFORE OTHER FINANCING SOURCES/USES 1) OTHER FINANCING SOURCES/USES 1) Interfund Transfers a) Transfers Out 2) Other Sources/Uses a) Sources b) Uses 3) Contributions 4) TOTAL, OTHER FINANCING SOURCES/USES	7100. 7400.	7100-7299 7400-7499	100.00	12,337.00	12,437.00	100.00	16.676.00	16 778 00	700 // 2
9) TOTAL, EXPENDITURES EXCESS (DEFICIENCY) OF REVENUES OVER COURTINES BEFORE OTHER FINANCING OURCES AND USES (A5 - B9) OTHER FINANCING SOURCES/USES 1) Interfund Transfers a) Transfers In b) Transfers In c) Other Sources/Uses a) Sources b) Uses 3) Contributions 4) TOTAL, OTHER FINANCING SOURCES/USES	7300	7300-7399	0.00	0.00	00.0	0.00	0,00	00.0	0.0%
EXCESS (DEFICIENCY) OF REVENUES OVER SYPENDITURES BEFORE OTHER FINANCING COURCES AND USES (45 - B9) OTHER FINANCING SOURCES/USES 1) Interfund Transfers a) Transfers In b) Transfers Out 2) Other Sources/Uses a) Sources b) Uses 3) Contributions 4) TOTAL, OTHER FINANCING SOURCES/USES		 I	585,932,00	366,799.00	951,731.00	562,833.00	192,053.00	754,886,00	-20.7%
1) Interfund Transfers a) Transfers a) Transfers In b) Transfers Out 2) Other Sources/Uses a) Sources b) Uses 3) Contributions 4) TOTAL, OTHER FINANCING			68,249.00	(77,553.00)	(9,304.00)	140.273.00	600	140 973 DO	V67 703 F
1) Interfund Transfers a) Transfers In b) Transfers Out 2) Other Sources/Uses a) Sources b) Uses 3) Contributions 4) TOTAL, OTHER FINANCING								00.012,011	-1,00 <i>1.1</i> 7c
a) Transfers In b) Transfers Out 2) Other Sources/Uses a) Sources b) Uses 3) Contributions 4) TOTAL, OTHER FINANCING				**					
b) Transfers Out 2) Other Sources/Uses a) Sources b) Uses 3) Contributions 4) TOTAL, OTHER FINANCING	8900-8929	8929	0.00	0.00	0.00	0.00	0.00	0.00	%0°0
2) Other Sources/Uses a) Sources b) Uses 3) Contributions 4) TOTAL, OTHER FINANCING SOURCES/USES	7600-7629	7629	0.00	0.00	0.00	10,269.00	00.00	10.269.00	MeN
a) Sources b) Uses 3) Contributions 4) TOTAL, OTHER FINANCING SOURCES/USES		<u> </u>							
b) Uses 3) Contributions 4) TOTAL, OTHER FINANCING SOURCES/USES	8930-8979	8879	0.00	00:00	0.00	0:00	0.00	0.00	0.0%
3) Contributions 4) TOTAL, OTHER FINANCING SOURCES/USES	7630-7699	6692	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES	8980-88	6668	0.00	00.00	0,00	0.00	0.00	00.00	%0.0
			00.0	0.00	00:0	(10,289.00)	00.00	(10.269.00)	Z X X
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			68,249,00	(77,553.00)	(9,304.00)	130,004.00	00.0	130 004 00	-1 497 3%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance				ora					
b) Andit Adinates	16/6		764,349.00	118,353.00	882,702.00	832,598.00	40,800.00	873,398.00	-1.1%
	86/63		0.00	00.00	0.00	00.00	00.00	0.00	0.0%

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Page 1

Budget, July 1 General Fund Unrestricted and Restricted Expenditures by Object

Flournoy Union Elementary Tehama County

			26	2022-23 Estimated Actuals			2022-24 Budget		
							Tafang #7-c707		
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col, A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
c) As of July 1 - Audited (F1a + F1b)	!		764,349.00	118,353.00	882,702,00	832,598,00	40,800.00	873,398.00	-11%
d) Other Restatements		9795	00'0	00.00	0.00	0.00	00.0	00.0	760 0
e) Adjusted Beginning Balance (F1c + F1d)			764,349.00	118,353.00	882,702.00	832,598.00	40.800.00	873 398 00	1 10%
2) Ending Balance, June 30 (E + F1e)		•	832,598,00	40,800,00	873.398.00	962 602 00	00 000 07	4 000 400 00	2 3
Components of Ending Fund Balance		-1				202,002,00	40,000.00	1,003,402.00	14.6%
a) Nonspendable									
Revolving Cash		9711	1,500.00	00.0	1,500.00	1,500.00	0.00	1 500 00	7000
Stores		9712	0.00	0.00	0.00	0.00	00.0	000	%0.0
Prepaid Items		9713	00.0	0.00	0.00	0.00	00.0	00.0	8/00
All Others		9719	00.00	0.00	0.00	00.00	000	000	8000
b) Restricted	-	9740	00.0	40,800.00	40,800.00	0.00	40,800,00	40.800.00	%0.0
c) Committed Stabilization Arrangements		0220	c c						
Other Commitments		0926	00.0	0.00	0.00	0.00	00.00	0.00	0.0%
d) Assigned		3	00.00	0.00	00.00	0.00	0.00	0.00	0.0%
Other Assignments		9780	756,098.00	00.0	756 098 00	881 102 00	5	60 000	č
e) Unassigned/Unappropriated		!-				20.301	900	001,102,00	76.97
Reserve for Economic Uncertainties		9789	75,000.00	00.00	75,000.00	80,000.00	0.00	80.000.00	8 7%
Unassigned/Unappropriated Amount		9790	0.00	00.00	00.00	0.00	00.0	00 0	%00
G. ASSETS								and a	0.00
1) Cash									
a) in County Treasury		9110	957,422.27	296,030.51	1,253,452.78				
Fair Value Adjustment to Cash in County Treasury		9111	0.00	00.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	1,500.00	00.0	1,500.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	00.00	00:00	0.00				
3) Accounts Receivable		9500	0.00	00.00	0.00				
4) Due from Grantor Government		9290	0.00	00.0	00.0				*
5) Due from Other Funds		9310	0.00	00.00	00.0				
6) Stores		9320	00.00	0.00	0.00				•
7) Prepaid Expenditures		9330	0.00	0,00	0.00				
8) Other Current Assets		9340	00.00	00.00	00.00				
		J		,					=

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District: Flournoy Elementary School District

2023-2024 Budget Attachment

Substantiation of Need for Assigned and Unassigned Ending Fund Balances in Excess of Minimum Recommended Reserves

Education Code Section 42127(a)(2)(B) requires a statement of the reasons that substantiate the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties..

Form	Fund		
			2023-24 Budg
01	General Fund/County School Service Fund	Form 01	
17	Special Reserve Fund for Other Than Capital Outlay Projects	Form 17	\$881,102.0 \$0.0
	Total Assigned and Unassigned Ending Fund Balances		
	District Standard Reserve Level	Form 01CS Line 10B-4	\$881,102.0
	Less District Minimum Recommended Reserve for Economic Uncertainties	Form 01CS Line 10B-7	
		TOTAL OTCS FILE TOR-A	\$80,000.0
	Remaining Balance to Substantiate Need		¢901 100 0
bstanti	ation of Need for Fund Balances in Excess of Minimum Recommended Reserve for E	conomic Uncertainties	\$801,102.0
Fund			Amou
O1	Descriptions Control of Control o		- -
01	Set aside for Common Core/Professional Development		\$100,000.0
01	Set aside for increased staffing if needed		\$200,000.0
01	Set aside for facility maintenance/equipment replacement		\$400,000.0
01	Set aside for technology and replacement if necessary		\$30,000.0
01	Set aside for revolving account		\$1,500.0
01	Technology Fund to replace Chromebooks as inventory ages		\$69,602.0
	Tota	l of Substantiated Needs	\$801,102.00
	Remaining L	Jnsubstantiated Balance	\$0.00

Injury and Illness Prevention Program (IIPP)

School Information

School Name	School Administrator	County-District-School (CDS)
Flournoy Elementary School	Rachel Davis	52715300000000

Introduction

The following Injury and Illness Prevention Program (IIPP) was designed based on the California Department of Industrial Relations IIPP. The IIPP should be completed using the following process:

1. Evaluate What Have You Already Been Doing for Safety?

To answer this question, gather up information on your current safety rules, policies, and practices. Use this information to answer the IIPP questions below to create or improve your written IIPP.

Once you have gathered information on your current rules, policies, and practices you can develop an IIPP that is:

- Specific to your workplace, and
- Addresses all of the 8 required elements, and
- Specifies how you will put your program into practice

2. Review the Sample Model Program

To save time, a <u>sample model program</u> is provided as a reference when developing or improving your IIPP. The numbers in the sample model program correspond to the IIPP questions listed below. Before you start, review the sample model program and IIPP questions.

3. Answer the IIPP Questions

Once the IIPP questions are answered, you can create the final PDF copy of your IIPP simply by clicking the "View Document" PDF icon located on your DTS document list, or by clicking the "View Current Document" located next to the "Save Data" button within the section.

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Responsibility

- The name, title and contact information for the person(s) that has overall responsibility for ensuring that our district/school has an effective IIPP.
- IIPP copy locations.

The Injury and Illness Prevention Program (IIPP) administrator, Rachel Davis, Superintendent has the authority and responsibility for implementing the provisions of this program for Flournoy Elementary School District All managers, supervisors and lead personnel are responsible for implementing and maintaining the IIPP in their work areas and for answering worker questions about the Program. A copy of this IIPP is available in the School Office

Compliance

- How employees consistently perform safe and healthful practices.
- Disciplinary Process.
- Other means of ensuring employee compliance with safe a healthful work practices.

Management is responsible for ensuring that all safety and health policies and procedures are clearly communicated and understood by all employees. Supervisors and lead personnel are expected to enforce the rules fairly and

All employees are responsible for using safe work practices, for following all directives, policies and procedures, and for assisting in maintaining a safe work environment.

The following is our system of ensuring that all workers comply with the rules and maintain a safe work environment:

- ? Informing workers of the provisions of our IIPP:
- ? Evaluating the safety performance of all workers;
- ? Recognizing employees who perform safe and healthful work practices.
- ? Providing training to workers whose safety performance is deficient;
- ? Disciplining workers for failure to comply with safe and healthful work practices. The following outlines our disciplinary process: Performance evaluations, verbal counseling, written warnings.

Communication

- Safety meeting schedules.
- Arrangements for employees to anonymously notify management of safety and health concerns without fear of
- Other means of ensuring communication with employees.

The following is our system of communication, designed to facilitate a continuous flow of two-way (management, supervision and employees) safety and health information in a form that is readily understandable to and between all affected site personnel:

- ? New worker orientation, including a discussion of site-specific safety and health policies and procedures.
- ? Follow-through by supervision to ensure effectiveness.
- ? Workplace-specific safety and health training.
- ? Effective written communication of safety and health concerns between workers and supervisors, including language translation where appropriate.
- ? Posted and distributed safety information.
- ? A system for workers to anonymously inform management about workplace hazards without fear of

reprisal.

Our organization has less than ten employees and complies with the requirements of subsection (a)(3) of T8CCR 3203 by communicating and instructing employees orally in:

? general safe work practices with specifics with respect to hazards unique to the employees' job assignment.

Hazard Assessment

- Person(s) conducting periodic inspections to identify and evaluate workplace hazards.
- Periodic workplace inspections schedules.

Periodic inspections to identify and evaluate workplace hazards shall be performed by Maintenance/Custodial personnel according to the following schedule:

- ? When our injury and Illness Prevention Program was first established
- ? Prior to beginning of the shifts.
- ? When new substances, processes, procedures or equipment that present potential new hazards are introduced into
- ? When new, previously unidentified hazards are recognized;
- ? When occupational injuries and illnesses occur;
- ? When we hire and/or reassign permanent or intermittent workers to processes, operations, or tasks for which a hazard evaluation has not been previously conducted; and
- ? Whenever workplace conditions warrant an inspection.

Periodic inspections consist of identification and evaluation of workplace hazards utilizing applicable sections of the attached Hazard Assessment Checklist*, and any other effective methods to identify and evaluate workplace hazards.

Accident/Exposure Investigation

Person(s) conducting investigations of our workplace injuries, illnesses and accidents, hazardous substance exposures and near-misses.

Investigation of workplace accidents, hazardous substance exposures and near-accidents will be done by Superintendents, Site Administrators, Supervisors, and Managers, and will include:

- ? Visiting the scene as soon as possible;
- ? Interviewing affected workers and witnesses;
- ? Examining the workplace for factors associated with the accident/exposure/near-accident;
- ? Determining the causes of the accident/exposure/near-accident;
- ? Taking corrective action to prevent the accident/exposure/near-accident from reoccurring; and
- ? Recording the findings and corrective actions taken on the attached OSHA Form 301.

Hazard Correction

Refer to the Hazard Assessment Checklist and Identified Hazards and Correction Record sections to assist with

Unsafe or unhealthy work conditions, practices or procedures at our work facilities shall be corrected in a timely manner based on the severity of the hazards, and according to the following procedures:

? When observed or discovered;

? When an imminent hazard exists which cannot be immediately abated without endangering employee(s) and/or property, we will remove all exposed workers from the area except those necessary to correct the existing condition. Workers necessary to correct the hazardous condition shall be provided with the necessary protection; and

? All such actions taken and dates they are completed shall be documented on the attached Identified Hazards and

Training and Instruction

Refer to the List of Training Subjects and Worker Training and Instruction Record section to assist with employee and supervisor training.

All workers, including management, supervisors, and lead personnel shall have training and instruction on general and job-specific safety and health practices. Training and instruction shall be provided as follows: ? When the IIPP is first established:

? To all new workers;

? To all workers given new job assignments for which training has not previously provided;

? Whenever new substances, processes, procedures or equipment are introduced to the workplace and represent a new hazard;

? Whenever we become aware of a new or previously unrecognized hazard;

? To supervisors to familiarize them with the safety and health hazards to which workers under their immediate direction and control may be exposed; and

? To all workers with respect to hazards specific to each employee's job assignment.

This training will include (but is no limited to):

? Explanation of our IIPP, emergency action plan and fire prevention plan, and measures for reporting any unsafe conditions, work practices, injuries and when additional instruction is needed.

? Availability of toilet, hand-washing, and drinking water facilities

? Provisions for medical services and first aid, including emergency procedures.

? Proper housekeeping, such as keeping stairways and isles clear, work areas neat and orderly, and promptly cleaning

? Prohibiting horseplay, scuffling, or other acts that adversely influence safety.

? Proper storage to prevent:

o stacking goods in an unstable manner

o storing materials and good against doors, exits, fir extinguishing equipment and electrical panels.

Where applicable our training may also include:

? Prevention of musculoskeletal disorders, including proper lifting techniques

? Use of appropriate clothing, including gloves, footwear, and personal protective equipment.

? Information about chemical hazards to which employees could be exposed and other hazard communication

? Proper food and beverage storage to prevent them from becoming contaminated

In addition, we provide specific instructions to all workers regarding hazards unique to their job assignment, to the extent that such information was not already covered in other training.

Recordkeeping

Record of steps taken to implement and maintain your IIPP.

Our organization has taken the following steps to implement and maintain our IIPP:

Our organization has fewer than ten employees and maintains inspection records only until the hazard is

Documentation of safety and health training for each worker, including the worker's name or other identifier, training dates, type(s) of training, and training providers are recorded on the Worker Training and Instruction Record*. This documentation is maintained for at least one (1) year.

 Our organization has fewer than ten employees and maintains a log of instructions provided to employees with respect to hazards unique to their job assignments when first hired or they are assigned new duties.

Hazard Assessment Checklist

The following checklist can be used to identify and evaluate hazards in your workplace. This checklist covers a wide variety of workplace safety and health hazards. All of the topics covered in this checklist may not apply to your particular workplace. When evaluating your workplace use the sections of the checklist that apply to your workplace and work

	GENERAL WORK ENVIRONMENT Are all worksites clean and orderly?
+	
	Are work surfaces kept dry or appropriate means taken to assure the surfaces are slip-resistant?
	Are all spilled materials or liquids cleaned up immediately?
	Is combustible scrap, debris and waste stored safely and removed from the worksite promptly?
	ls accumulated combustible dust routinely removed from elevated surfaces, including the overhead structulous?
	ls combustible dust cleaned up with a vacuum system to prevent the dust going into suspension?
1	ls metallic or conductive dust prevented from entering or accumulation on or around electrical enclosures o equipment?
ŀ	Are covered metal waste cans used for oily and paint-soaked waste?
ŀ	Are all oil and gas fired devices equipped with flame failure controls that will prevent flow of fuel if pilots or ourners are not working?
A	Are paint spray booths, dip tanks and the like cleaned regularly?
	Are the minimum number of toilets and washing facilities provided?
	Are all toilets and washing facilities clean and sanitary?
	re all work areas adequately illuminated?
-	are pits and floor openings covered or otherwise guarded?

	PERSONAL PROTECTIVE EQUIPMENT
Are protective goggles or factoriosive materials?	e shields provided and worn where there is any danger of flying particles or
Are employees who need cor exposures, required to wear of precautionary procedures?	rective lenses (glasses or contacts lenses) in working environments with harmful only approved safety glasses, protective goggles, or use other medically approved
Are protective gloves, aprons,	, shields, or other means provided against cuts, corrosive liquids and chemicals?
Are hard hats provided and w	orn where danger of falling objects exists?
	dically for damage to the shell and suspension system?
Is appropriate foot protection substances, falling objects, cru	required where there is the rick of factorial in a
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PERSONAL PROTECTIVE EQUIPMENT
Are approved respirators provided for regular or emergency use where needed?
Is all protective equipment maintained in a sanitary condition and ready for use?
Do you have eye wash facilities and a quick drench shower within the work area where employees are expose to injurious corrosive materials?
Where special equipment is needed for electrical workers, is it available?
When lunches are eaten on the premises, are they eaten in areas where there is no exposure to toxic material or other health hazards?
Is protection against the effects of occupational noise exposure provided when sound levels exceed those of t Cal/OSHA noise standard?

	Are aisles and passageways kept clear?
-	
	Are aisles and walkways marked as appropriate?
	Are wet surfaces covered with non-slip materials?
	Are holes in the floor, sidewalk or other walking surface repaired properly, covered or otherwise made safe?
ı	Is there safe clearance for walking in aisles where motorized or mechanical handling equipment is operating. spilled materials cleaned up immediately?
	Are materials or equipment stored in such a way that sharp projectiles will not interfere with the walkway?
	Are changes of direction or elevations readily identifiable?
_	Are aisles or walkways that pass near moving or operating machinery, welding operations or similar operatior arranged so employees will not be subjected to potential hazards?
	Is adequate headroom provided for the entire length of any aisle or walkway?
,	Are standard guardrails provided wherever aisle or walkway surfaces are elevated more than 30 inches above any adjacent floor or the ground?
	Are bridges provided over conveyors and similar hazards?

FLOOR AND WALL STAIRWAYS
 Are floor openings guarded by a cover, guardrail, or equivalent on all sides (except at entrance to stairways or ladders)?
 Are toeboards installed around the edges of a permanent floor opening (where persons may pass below the opening)?
Are skylight screens of such construction and mounting that they will withstand a load of at least 200 pounds?
is the glass in windows, doors, glass walls that are subject to human impact, of sufficient thickness and type for
Are grates or similar type covers over floor openings such as floor drains, of such design that foot traffic or rollin equipment will not be affected by the grate spacing?
Are unused portions of service pits and pits not actually in use either covered or protected by guardrails or equivalent?

FLOOR AND WALL STAIRWAYS

Are manhole covers, trench covers and similar covers, plus their supports, designed to carry a truck rear axle load of at least 20,000 pounds when located in roadways and subject to vehicle traffic?

Are floor or wall openings in fire resistive construction provided with doors or covers compatible with the fire rating of the structure and provided with self-closing feature when appropriate?

	STAIRS & STAIRWAYS
•	Are standard stair rails or handrails on all stairways having four or more risers?
	Are all stairways at least 22 inches wide?
	Do stairs have at least a 6'6" overhead clearance?
	Do stairs angle no more than 50 and no less than 30 degrees?
	Are stairs of hollow-pan type treads and landings filled to noising level with solid material?
-	Are step risers on stairs uniform from top to bottom, with no riser spacing greater than 7-1/2 inches?
	Are steps on stairs and stairways designed or provided with a surface that renders them slip resistant?
İ	Are stairway handrails located between 30 and 34 inches above the leading edge of stair treads?
	Do stairway handrails have a least 1-1/2 inches of clearance between the handrails and the wall or surface the
	Are stairway handrails capable of withstanding a load of 200 pounds, applied in any direction?
	Where stairs or stairways exit directly into any area where vehicles may be operated, are adequate barriers a warnings provided to prevent employees stepping into the path of traffic?
	Do stairway landings have a dimension measured in the direction of travel, at least equal to width of the stairway?
	Is the vertical distance between stairway landings limited to 12 feet or less?

	ELEVATED SURFACES
	Are signs posted, when appropriate, showing the elevated surface load capacity?
	Are surfaces elevated more than 30 inches above the floor or ground provided with standard guardrails?
	Are all elevated surfaces (beneath which people or machinery could be exposed to falling objects) provided with standard 4-inch toeboards?
	is a permanent means of access and egress provided to elevated storage and work surfaces?
	Is required headroom provided where necessary?
	Is material on elevated surfaces piled, stacked or racked in a manner to prevent it from tipping, falling, collapsing, rolling or spreading?
	Are dock boards or bridge plates used when transferring materials between docks and trucks or rail cars?

	EXITING OR EGRESS				
Α	re all exits marked with an exit sign and illuminated by a reliable light source?				
	re the directions to exits, when not immediately apparent, marked with visible signs?				
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	Where exiting will be through frameless glass doors, glass exit doors, storm doors, and such are the doors fully tempered and meet the safety requirements for human impact?
	When ramps are used as part of required exiting from a building, is the ramp slope limited to 1- foot vertical and 12 feet horizontal?
	Are exit stairways which are required to be separated from other parts of a building enclosed by at least two hour fire-resistive construction in buildings more than four stories in height, and not less than one-hour fire resistive construction elsewhere?
	for the building occupancy load?
	Are special precautions taken to protect employees during construction and repair operations?
···	Are there sufficient exits to permit prompt escape in case of emergency?
	Are at least two means of egress provided from elevated platforms, pits or rooms where the absence of a second substances?
	Are all exits kept free of obstructions?
	Are exit doors side-hinged?
	Are exit signs provided with the word "EXIT" in lettering at least 5 inches high and the stroke of the lettering at least 1/2 inch wide?
	Are doors, passageways or stairways, that are neither exits nor access to exits and which could be mistaken for exits, appropriately marked "NOT AN EXIT", "TO BASEMENT", "STOREROOM", and the like?
	EXITING OR EGRESS

5.	EXIT DOORS
	Are doors that are required to serve as exits designed and constructed so that the way of exit travel is obvious
	Are windows that could be mistaken for exit doors, made inaccessible by means of barriers or railings?
	effort, when the building is occupied?
	Is a revolving, sliding or overhead door prohibited from serving as a required exit door?
	Where panic hardware is installed on a required exit door, will it allow the door to open by applying a force of pounds or less in the direction of the exit traffic?
	Are doors on cold storage rooms provided with an inside release mechanism that will release the latch and open the door even if it's padlocked or otherwise locked on the outside?
_	Where exit doors open directly onto any street, alley or other area where vehicles may be operated, are adequate barriers and warnings provided to prevent employees stopping into the contract of the contrac
	Are doors that swing in both directions and are located between rooms where there is frequent traffic, provide with viewing panels in each door?

PORTABLE LADDERS Are all ladders maintained in good as atti
 Are all ladders maintained in good condition, joints between steps and side rails tight, all hardware and fittings Are non-slip sefety for the description.
Are non-slip safety feet provided on each ladder?

PORTABLE LADDERS
 Are non-slip safety feet provided on each metal or rung ladder?
 Are ladder rungs and steps free of grease and oil?
 Is it prohibited to place a ladder in front of doors opening toward the ladder except when the door is blocked open, locked or guarded?
 Is it prohibited to place ladders on boxes, barrels, or other unstable bases to obtain additional height?
 Are employees instructed to face the ladder when ascending or descending?
 Are employees prohibited from using ladders that are broken, missing steps, rungs, or cleats, broken side rails other faulty equipment?
 Are employees instructed not to use the top 2 steps of ordinary stepladders as a step?
 When portable rung ladders are used to gain access to elevated platforms, roofs, and the like does the ladder always extend at least 3 feet above the elevated surface?
 Is it required that when portable rung or cleat type ladders are used the base is so placed that slipping will not occur, or it is lashed or otherwise held in place?
 Are portable metal ladders legibly marked with signs reading "CAUTION" "Do Not Use Around Electrical Equipment" or equivalent wording?
Are employees prohibited from using ladders as guys, braces, skids, gin poles, or for other than their intended purposes?
 Are employees instructed to only adjust extension ladders while standing at a base (not while standing on the ladder or from a position above the ladder)?
Are metal ladders inspected for damage?
 Are the rungs of ladders uniformly spaced at 12 inches, center to center?

Annual Control of the	HAND TOOLS & EQUIPMENT
	ent (both, company and employee-owned) used by employees at their workplace i
	isels, punches, which develop mushroomed heads during use, reconditioned or
Are broken or fractured h	andles on hammers, axes and similar equipment replaced promptly?
Are worn or bent wrenche	es replaced regularly?
Are appropriate handles u	used on files and similar tools?
Are employees made awa	re of the hazards caused by faulty or improperly used hand tools?
Are appropriate safety gla	isses, face shields, and similar equipment used while using hand tools or equipment materials or be subject to breakage?
Are jacks checked periodic	cally to assure they are in good operating condition?
	ightly in the head of all tools?
Are tool cutting edges kep	t sharp so the tool will move smoothly without binding or skipping?
Are tools stored in dry, sec	cure location where they won't be tampered with?
	used when driving hardened or tempered spuds or nails?

	PORTABLE (POWER OPERATED) TOOLS & EQUIPMENT
	Are grinders, saws, and similar equipment provided with appropriate safety guards?
	Are power tools used with the correct shield, guard or attachment recommended by the manufacturer?
ļ	Are portable circular saws equipped with guards above and below the base shoe?
	Are circular saw guards checked to assure they are not wedged up, thus leaving the lower portion of the blade unguarded?
	Are rotating or moving parts of equipment guarded to prevent physical contact?
	Are all cord-connected, electrically operated tools and equipment effectively grounded or of the approved double insulated type?
	Are effective guards in place over belts, pulleys, chains, and sprockets, on equipment such as concrete mixers, air compressors, and the like?
	Are portable fans provided with full guards or screens having openings 1/2 inch or less?
	Is hoisting equipment available and used for lifting heavy objects, and are hoist ratings and characteristics
	Are ground-fault circuit interrupters provided on all temporary electrical 15 and 20 ampere circuits, used during periods of construction?
	Are pneumatic and hydraulic hoses on power-operated tools checked regularly for deterioration or damage?
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	ABRASIVE WHEEL EQUIPMENT GRINDERS
Is the we	ork rest used and kept adjusted to within 1/8 inch of the wheel?
	justable tongue on the top side of the grinder used and kept adjusted to within 1/4 inch of the wheel?
Do side (guards cover the spindle, nut, and flange and 75 percent of the wheel diameter?
Are bend	ch and pedestal grinders permanently mounted?
Are gogg	les or face shields always worn when grinding?
Is the ma	ximum RPM rating of each abrasive wheel compatible with the RPM rating of the grinder motor?
Are fixed	or permanently mounted grinders connected to their electrical supply system with metallic conduit or manent wiring method?
	h grinder have an individual on and off control switch?
	ectrically operated grinder effectively grounded?
	ew abrasive wheels are mounted, are they visually inspected and ring tested?
Are dust of dust?	collectors and powered exhausts provided on grinders used in operations that produce large amounts
Are splasi	nguards mounted on grinders that use coolant, to prevent the coolant reaching employees?
ls cleanlin	ess maintained around grinder?

POWDER ACTUATED TOOLS

Are employees who operate powder-actuated tools trained in their use and carry a valid operator's card?

POWDER ACTUATED TOOLS
Do the powder-actuated tools being used have written approval of the Division of Occupational Safety and Health?
 Is each powder-actuated tool stored in its own locked container when not being used?
Is a sign at least 7" by 10" with bold type reading "POWDER-ACTUATED TOOL IN USE" conspicuously posted when the tool is being used?
 Are powder-actuated tools left unloaded until they are actually ready to be used?
Are powder-actuated tools inspected for obstructions or defects each day before use?
Do powder-actuated tools operators have and use appropriate personal protective equipment such as hard hats, safety goggles, safety shoes and ear protectors?

	MACHINE GUARDING
	Is there a training program to instruct employees on safe methods of machine operation?
	Is there adequate supervision to ensure that employees are following safe machine operating procedures?
	Is there a regular program of safety inspection of machinery and equipment?
	Is all machinery and equipment kept clean and properly maintained?
	Is sufficient clearance provided around and between machines to allow for safe operations, set up and servicing material handling and waste removal?
······································	Is equipment and machinery securely placed and anchored, when necessary to prevent tipping or other movement that could result in personal injury?
	Is there a power shut-off switch within reach of the operator's position at each machine?
	Can electric power to each machine be locked out for maintenance, repair, or security?
	Are the noncurrent-carrying metal parts of electrically operated machines bonded and grounded?
	Are foot-operated switches guarded or arranged to prevent accidental actuation by personnel or falling Are manually operated valves and switches controlling the operation of equipment and machines clearly identified and readily accessible?
	Are all emergency stop buttons colored red?
	Are all pulleys and belts that are within 7 feet of the floor or working level properly guarded?
	Are all moving chains and gears properly guarded?
	Are splashguards mounted on machines that use coolant, to prevent the coolant from reaching employees?
	Are methods provided to protect the operator and other employees in the machine area from hazards created at the point of operation, ingoing nip points, rotating parts, flying chins, and sparks?
	Are machinery guards secure and so arranged that they do not offer a hazard in their use?
	If special hand tools are used for placing and removing material, do they protect the operator's hands?
	Are revolving drums, barrels, and containers required to be guarded by an enclosure that is interlocked with the drive mechanism, so that revolution cannot occur unless the guard enclosure is in place as a second of the drive mechanism.
	Do arbors and mandrels have firm and secure bearings and are they free from play?
i	Are provisions made to prevent machines from automatically starting when power is restored after a power failure or shutdown?
y and	d (Ilness Prevention Program (IIPP) Page 13 of 36 Elgurnov Florence C. L.

	MACHINE GUARDING Are machines constructed as a set of a few files.
	Are machines constructed so as to be free from excessive vibration when the largest size tool is mounted and run
	If machinery is cleaned with compressed air, is air pressure controlled and personal protective equipment or other safeguards used to protect operators and other workers from eye and body injury?
-	Are fan blades protected with a guard having openings no larger than 1/2 inch, when operating within 7 feet of
	Are saws used for ripping, equipped with anti-kick back devices and spreaders?
	Are radial arm saws so arranged that the cutting head will gently return to the back of the table when released?

LOCKOUT BLOCKOUT PROCEDURES
 Is all machinery or equipment capable of movement, required to be de-energized or disengaged and blocked or locked out during cleaning, servicing, adjusting or setting up operations, whenever required?
 Is the locking-out of control circuits in lieu of locking-out main power disconnects prohibited?
 Are all equipment control valve handles provided with a means for locking-out?
 Does the lockout procedure require that stored energy (i.e. mechanical, hydraulic, air,) be released or blocked before equipment is locked-out for repairs?
 Are appropriate employees provided with individually keyed personal safety locks?
 Are employees required to keep personal control of their key(s) while they have safety locks in use?
Is it required that employees check the safety of the lock out by attempting a start up after making sure no one i exposed?
Where the power disconnecting means for equipment does not also disconnect the electrical control circuit: Are the appropriate electrical enclosures identified?
Is means provide to assure the control circuit can also be disconnected and locked out?

	WELDING, CUTTING & BRAZING	
Are only authorized and trained p	personnel permitted to use welding, cu	utting or brazing equipment?
Do all operator have a copy of the	e appropriate operating instructions a	nd are they directed to follow them?
Are compressed gas cylinders reg	ularly examined for obvious signs of d	lefects, deep rusting, or leakage?
Is care used in handling and stora	ge of cylinders, safety valves, relief va	lves, and the like, to prevent damage?
Are precautions taken to prevent standard torch?	the mixture of air or oxygen with flam	nmable gases, except at a burner or in a
Is it prohibited to use cylinders as	rollers or supports?	
Are empty cylinders appropriately	marked their valves closed and valve	-protection cans on?
Are signs reading: DANGER NO-SN	OKING, MATCHES, OR OPEN LIGHTS,	or the equivalent posted?
Are cylinders, cylinder valves, cou	plings, regulators, hoses, and apparatu	us keep free of oily or greasy substances?
Is care taken not to drop or strike	cylinders?	Here's an only of Breasy substances?
Unless secured on special trucks, a cylinders?	are regulators removed and valve-prot	tection caps put in place before moving
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	WELDING, CUTTING & BRAZING
	Do cylinders without fixed hand wheels have keys, handles, or non-adjustable wrenches on stem valves when in service?
	Are liquefied gases stored and shipped valve-end up with valve covers in place?
*****	Are employees instructed to never crack a fuel-gas cylinder valve near sources of ignition?
	Before a regulator is removed, is the valve closed and gas released form the regulator?
	Is red used to identify the acetylene (and other fuel-gas) hose, green for oxygen hose, and black for inert gas and air hose?
	Are pressure-reducing regulators used only for the gas and pressures for which they are intended?
	Is open circuit (No Load) voltage of arc welding and cutting machines as low as possible and not in excess of the recommended limits?
	Under wet conditions, are automatic controls for reducing no-load voltage used?
	Is grounding of the machine frame and safety ground connections of portable machines checked periodically?
	Are electrodes removed from the holders when not in use?
	Is it required that electric power to the welder be shut off when no one is in attendance?
	Is suitable fire extinguishing equipment available for immediate use?
	ls the welder forbidden to coil or loop welding electrode cable around his body?
	Are wet machines thoroughly dried and tested before being used?
	Are work and electrode lead cables frequently inspected for wear and damage, and replaced when needed?
	Do means for connecting cables' lengths have adequate insulation?
	When the object to be welded cannot be moved and fire hazards cannot be removed, are shields used to confine neat, sparks, and slag?
	Are firewatchers assigned when welding or cutting is performed, in locations where a serious fire might develop?
_ /	Are combustible floors kept wet, covered by damp sand, or protected by fire-resistant shields?
_ '	When floors are wet down, are personnel protected from possible electrical shock?
١	When welding is done on metal walls, are precautions taken to protect combustibles on the other side?
- E	Before hot work is begun, are used drums, barrels, tanks, and other containers so thoroughly cleaned that no substances remain that could explode, ignite, or produce toxic vapors?
	s it required that eye protection helmets, hand shields and goggles meet appropriate standards?
	are employees exposed to the hazards created by welding, cutting, or bracing operations protected with ersonal protective equipment and clothing?
	s a check made for adequate ventilation in and where welding or cutting is preformed?
۷ r	Vhen working in confined places are environmental monitoring tests taken and means provided for quick emoval of welders in case of an emergency?

COMPRESSORS & COMPRESSED AIR

Are compressors equipped with pressure relief valves, and pressure gauges?

	COMPRESSORS & COMPRESSED AIR Are compressor air inteless in stellands and the compressor air inteless are also and the compressor air inteless and the compressor air inteless are also and the compressor air inteless.
	Are compressor air intakes installed and equipped to ensure that only clean uncontaminated air enters the compressor?
	Are air filters installed on the compressor intake?
	Are compressors operated and lubricated in accordance with the manufacturer's recommendations?
	Are safety devices on compressed air systems checked frequently?
	Before any repair work is done on the pressure system of a compressor, is the pressure bled off and the system locked-out?
	Are signs posted to warn of the automatic starting feature of the compressors?
	Is the belt drive system totally enclosed to provide protection for the front, back, top, and sides?
	Is it strictly prohibited to direct compressed air towards a person?
_	Are employees prohibited from using highly compressed air for cleaning purposes?
	If compressed air is used for cleaning off clothing, is the pressure reduced to less than 10 psi?
	When using compressed air for cleaning, do employees use personal protective equipment?
	Are safety chains or other suitable locking devices used at couplings of high pressure hose lines where a connection failure would create a hazard?
	Before compressed air is used to empty containers of liquid, is the safe working pressure of the container checked?
	When compressed air is used with abrasive blast cleaning equipment, is the operating valve a type that must be held open manually?
	When compressed air is used to inflate auto tires, is a clip-on chuck and an inline regulator preset to 40 psi required?
	ls it prohibited to use compressed air to clean up or move combustible dust if such action could cause the dust be suspended in the air and cause a fire or explosion hazard?

COMPRESSED AIR RECEIVERS		
	Is every receiver equipped with a pressure gauge and with one or more automatic, spring-loaded safety valve	
	Is the total relieving capacity of the safety valve capable of preventing pressure in the receiver from exceedin the maximum allowable working pressure of the receiver by more than 10 percent?	
ı	Is every air receiver provided with a drainpipe and valve at the lowest point for the removal of accumulated cand water?	
	Are compressed air receivers periodically drained of moisture and oil?	
	Are all safety valves tested frequently and at regular intervals to determine whether they are in good operation?	
	Is there a current operating permit issued by the Division of Occupational Safety and Health?	
	Is the inlet of air receivers and piping systems kept free of accumulated oil and carbonaceous materials?	

COMPRESSED GAS & CYLINDERS

Are cylinders with a water weight capacity over 30 pounds equipped with means for connecting a valve protector device, or with a collar or recess to protect the valve?

	COMPRESSED GAS & CYLINDERS
	Are cylinders legibly marked to clearly identify the gas contained?
	Are compressed gas cylinders stored in areas which are protected from external heat sources such as flame impingement, intense radiant heat, electric arcs, or high temperature lines?
4	Are cylinders located or stored in areas where they will not be damaged by passing or falling objects, or subject to tampering by unauthorized persons?
	Are cylinders stored or transported in a manner to prevent them creating a hazard by tipping, falling or rolling
l	Are cylinders containing liquefied fuel gas, stored or transported in a position so that the safety relief device always in direct contact with the vapor space in the cylinder?
	Are valve protectors always placed on cylinders when the cylinders are not in use or connected for use?
	Are all valves closed off before a cylinder is moved, when the cylinder is empty, and at the completion of each
٠.	Are low pressure fuel-gas cylinders checked periodically for corrosion, general distortion, cracks, or any other defect that might indicate a weakness or render it unfit for service?
	Does the periodic check of low pressure fuel-gas cylinders include a close inspection of the cylinders' bottom

ersana etaskaria	HOIST & AUXILIARY EQUIPMENT
ls each overl of safe trave	nead electric hoist equipped with a limit device to stop the hook travel at its highest and lowest poi !?
Will each hoi removed?	st automatically stop and hold any load up to 125 percent of its rated load, if its actuating force is
Is the rated le	oad of each hoist legibly marked and visible to the operator?
 	vided at the safe limits of travel for trolley hoist?
	ols of hoists plainly marked to indicate the direction of travel or motion?
	controlled hoist equipped with an effective warning device?
	ng guards or other suitable devices installed on hoist to assure hoist rapps will be assisted to the
Are all hoist c still maintaini	hains or ropes of sufficient length to handle the full range of movement for the application while ng two full wraps on the drum at all times?
Are nip points	or contact points between hoist ropes and sheaves which are permanently located within 7 feet of under the properties of the control of the c
	to use chains or rope slings that are kinked or twisted?
	to use the hoist rope or chain wrapped around the load as a substitute, for a sling?
Is the operato	r instructed to avoid carrying loads over people?
	oyees who have been trained in the proper use of hoists allowed to operate them?

	INDUSTRIAL TRUCKS – FORKLIFTS Are only trained personnel allowed to operate industrial trucks?
1	Is substantial overhead protective equipment provided on high lift rider equipment?

	INDUSTRIAL TRUCKS – FORKLIFTS
	Are the required lift truck operating rules posted and enforced?
	Is directional lighting provided on each industrial truck that operates in an area with less than 2 foot candles p square foot of general lighting?
_	Does each industrial truck have a warning horn, whistle, gong or other device which can be clearly heard above the normal noise in the areas where operated?
,	Are the brakes on each industrial truck capable of bringing the vehicle to a complete and safe stop when fully loaded?
_	Will the industrial truck's parking brake effectively prevent the vehicle from moving when unattended?
	Are industrial trucks operating in areas where flammable gases or vapors, or combustible dust or ignitable fibe may be present in the atmosphere, approved for such locations?
-	Are motorized hand and hand/rider trucks so designed that the brakes are applied, and power to the drive moshuts off when the operator releases his/her grip on the device that controls the travel?
ļ	Are industrial trucks with internal combustion engine operated in buildings or enclosed areas, carefully checke to ensure such operations do not cause harmful concentration of dangerous gases or fumes?

	SPRAYING OPERATIONS
****	Is adequate ventilation assured before spray operations are started?
	Is mechanical ventilation provided when spraying operation is done in enclosed areas?
	When mechanical ventilation is provided during spraying operations, is it so arranged that it will not circulate the contaminated air?
	Is the spray area free of hot surfaces?
	Is the spray area at least 20 feet from flames, sparks, operating electrical motors and other ignition sources?
	Are portable lamps used to illuminate spray areas suitable for use in a hazardous location?
	Is approved respiratory equipment provided and used when appropriate during spraying operations?
	Do solvents used for cleaning have a flash point of 100E F or more?
	Are fire control sprinkler heads kept clean?
	Are "NO SMOKING" signs posted in spray areas, paint rooms, paint booths, and paint storage areas?
	Is the spray area kept clean of combustible residue?
	Are spray booths constructed of metal, masonry, or other substantial noncombustible material?
	Are spray booth floors and baffles noncombustible and easily cleaned?
	Is infrared drying apparatus kept out of the spray area during spraying operations?
	Is the spray booth completely ventilated before using the drying apparatus?
	Is the electric drying apparatus properly grounded?
	Are lighting fixtures for spray booths located outside of the booth and the interior lighted through sealed clear panels?
	Are the electric motors for exhaust fans placed outside booths or ducts?
	Are belts and pulleys inside the booth fully enclosed?
rv ar	nd illness Prevention Program (IIPP)

SPRAYING OPERATIONS

Do ducts have access doors to allow cleaning?

Do all drying spaces have adequate ventilation?

	ENTERING CONFINED SPACES
*****	Are confined spaces thoroughly emptied of any corrosive or hazardous substances, such as acids or caustics, before entry?
	Before entry, are all lines to a confined space, containing inert, toxic, flammable, or corrosive materials valved of and blanked or disconnected and separated?
	Is it required that all impellers, agitators, or other moving equipment inside confined spaces be locked-out if the present a hazard?
	Is either natural or mechanical ventilation provided prior to confined space entry?
	Before entry, are appropriate atmospheric tests performed to check for oxygen deficiency, toxic substance and explosive concentrations in the confined space before entry?
	Is adequate illumination provided for the work to be performed in the confined space?
_	Is the atmosphere inside the confined space frequently tested or continuously monitor during conduct of works
	Is there an assigned safety standby employee outside of the confined space, whose sole responsibility is to wate the work in progress, sound an alarm if necessary, and render assistance?
	Is the standby employee or other employees prohibited from entering the confined space without lifelines and respiratory equipment if there is any questions as to the cause of an emergency?
	In addition to the standby employee, is there at least one other trained rescuer in the vicinity?
	Are all rescuers appropriately trained and using approved, recently inspected equipment?
	Does all rescue equipment allow for lifting employees vertically from a top opening?
	Are there trained personnel in First Aid and CPR immediately available?
	Is there an effective communication system in place whenever respiratory equipment is used and the employee in the confined space is out of sight of the standby person?
+	Is approved respiratory equipment required if the atmosphere inside the confined space cannot be made acceptable?
+	Is all portable electrical equipment used inside confined spaces either grounded and insulated, or equipped with ground fault protection?
1	Before gas welding or burning is started in a confined space, are hoses checked for leaks, compressed gas bottle forbidden inside of the confined space, torches lighted only outside of the confined area and the confined area tested for an explosive atmosphere each time before a lighted torch is to be taken into the confined space?
	If employees will be using oxygen-consuming equipment such as salamanders, torches, furnaces, in a confined space; space, is sufficient air provided to assure combustion without reducing the oxygen concentration of the atmosphere below 19.5 percent by volume?
1	Whenever combustion-type equipment is used in confined space, are provisions made to ensure the exhaust gases are vented outside of the enclosure?
ļ	s each confined space checked for decaying vegetation or animal matter, which may produce methane?
i	s the confined space checked for possible industrial waste, which could contain toxic properties?

ENTERING CONFINED SPACES

If the confined space is below the ground and near areas where motor vehicles will be operating, is it possible for vehicle exhaust or carbon monoxide to enter the space?

	Are all work areas properly illuminated?
	Are employees instructed in proper first aid and other emergency procedures?
	Are hazardous substances identified which many and the hazardous substances identified which it is not a substance in the hazardous substances identified which it is not a substance in the hazardous substances identified which it is not a substance in the hazardous substances identified which it is not a substance in the hazardous substances in the hazardous substances in the hazardous substances identified which it is not a substance in the hazardous substances i
	Are hazardous substances identified which may cause harm by inhalation, ingestion, skin absorption or contact
	Are employees aware of the hazards involved with the various chemicals they may be exposed to in their work environment, such as ammonia, chlorine, epoxies, and caustics?
	Is employee exposure to chemicals in the workplace kept within acceptable levels?
	Can a less harmful method or product be used?
	Is the work area's ventilation system appropriate for the work being performed?
_	Are spray painting operations done in spray rooms or booths equipped with an appropriate exhaust system?
	Is employee exposure to welding fumes controlled by ventilation, use of respirators, exposure time, or other means?
	Are welders and other workers nearby provided with flash shields during welding operations?
	If forklifts and other vehicles are used in buildings or other enclosed areas, are the carbon monoxide levels kep below maximum acceptable concentration?
	Has there been a determination that noise levels in the facilities are within acceptable levels?
	Are steps being taken to use engineering controls to reduce excessive noise levels?
	Are proper precautions being taken when handling asbestos and other fibrous materials?
	Are caution labels and signs used to warn of asbestos?
+	Are wet methods used, when practicable, to prevent the emission of airborne asbestos fibers, silica dust and similar hazardous materials?
	ls vacuuming with appropriate equipment used whenever possible rather than blowing or sweeping dust?
1	Are grinders, saws, and other machines that produce respirable dusts vented to an industrial collector or centra exhaust system?
1	Are all local exhaust ventilation systems designed and operating properly such as airflow and volume necessary for the application?
1	Are the ducts free of obstructions or the belts slipping?
1	s personal protective equipment provided, used and maintained wherever required?
	Are there written standard operating procedures for the selection and use of respirators where needed?
F	Are restrooms and washrooms kept clean and sanitary?
1	s all water provided for drinking, washing, and cooking potable?
	are all outlets for water not suitable for drinking clearly identified?
	are employees' physical capacities assessed before being assigned to jobs requiring heavy work?

i.	ENVIRONMENTAL CONTROLS
	Are employees instructed in the proper manner of lifting heavy objects?
	Where heat is a problem, have all fixed work areas been provided with spot cooling or air conditioning?
	Are employees screened before assignment to areas of high heat to determine if their health condition might make them more susceptible to having an adverse reaction?
_	Are employees working on streets and roadways where they are exposed to the hazards of traffic, required to wear bright colored (traffic orange) warning vest?
_	Are exhaust stacks and air intakes located that contaminated air will not be recirculated within a building or other enclosed area?
ĺ	Is equipment producing ultra-violet radiation properly shielded?

Are combustible scrap, debris and waste materials (i.e. oily rags) stored in covered metal receptacles and removed from the worksite promptly? Is proper storage practiced to minimize the risk of fire including spontaneous combustion? Are approved containers and tanks used for the storage and handling of flammable and combustible liquids? Are all connections on drums and combustible liquid piping, vapor and liquid tight? Are all flammable liquids kept in closed containers when not in use (e.g. parts cleaning tanks, pans)? Are bulk drums of flammable liquids grounded and bonded to containers during dispensing? Do storage rooms for flammable and combustible liquids have explosion-proof lights? Do storage rooms for flammable and combustible liquids have mechanical or gravity ventilation? Is liquefied petroleum gas stored, handled, and used in accordance with safe practices and standards? Are all solvent wastes and flammable liquids kept in fire-resistant covered containers until they are removed from the worksite? Is vacuuming used whenever possible rather than blowing or sweeping combustible dust?		FLAMMABLE & COMBUSTIBLE MATERIALS
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Is the transfer/withdrawal of flammable or combustible liquids performed by trained personnel?		Are appropriate fire extinguishers mounted within 75 feet of outside areas containing flammable liquids, and within 10 feet of any inside storage area for such materials?
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	FLAMMABLE & COMBUSTIBLE MATERIALS
	Are fire extinguishers mounted so that employees do not have to travel more than 75 feet for a class "A" fire or 50 feet for a class "B" fire?
	Are employees trained in the use of fire extinguishers?
	Are extinguishers free from obstructions or blockage?
	Are all extinguishers serviced, maintained and tagged at intervals not to exceed one year?
	Are all extinguishers fully charged and in their designated places?
	Is a record maintained of required monthly checks of extinguishers?
	Where sprinkler systems are permanently installed, are the nozzle heads directed or arranged so that water win not be sprayed into operating electrical switchboards and equipment?
	Are "NO SMOKING" signs posted where appropriate in areas where flammable or combustible materials are us or stored?
	Are "NO SMOKING" signs posted on liquefied petroleum gas tanks?
	Are "NO SMOKING" rules enforced in areas involving storage and use of flammable materials?
	Are safety cans used for dispensing flammable or combustible liquids at a point of use?
	Are all spills of flammable or combustible liquids cleaned up promptly?
[,	Are storage tanks adequately vented to prevent the development of excessive vacuum or pressure as a result o filling, emptying, or atmosphere temperature changes?
- -	Are storage tanks equipped with emergency venting that will relieve excessive internal pressure caused by fire exposure?
	Are spare portable or butane tanks, which are sued by industrial trucks stored in accord with regulations?

	FIRE PROTECTION Do you have a fire prevention plan?
	Does your plan describe the type of fire protection equipment and/or systems?
	Have you established practices and procedures to control potential fire hazards and ignition sources?
	Are employees aware of the fire hazards of the material and processes to which they are exposed?
	Is your local fire department well acquainted with your facilities, location and specific hazards?
	If you have a fire alarm system, is it tested at least annually?
	If you have a fire alarm system, is it certified as required?
	If you have interior standpipes and valves, are they inspected regularly?
l	If you have outside private fire hydrants, are they flushed at least once a year and on a routine preventive maintenance schedule?
	Are fire doors and shutters in good operating condition?
	Are fire doors and shutters unobstructed and protected against obstructions, including their counterweights?
	Are fire door and shutter fusible links in place?

	FIRE PROTECTION
	Are automatic sprinkler system water control valves, air and water pressures checked weekly/periodically a required?
	Is maintenance of automatic sprinkler system assigned to responsible persons or to a sprinkler contractor?
	Are sprinkler heads protected by metal guards, when exposed to physical damage?
	ls proper clearance maintained below sprinkler heads?
	Are portable fire extinguishers provided in adequate number and type?
	Are fire extinguishers mounted in readily accessible locations?
7	Are fire extinguishers recharged regularly and noted on the inspection tag?
	Are employees periodically instructed in the use of extinguishers and fire protection procedures?

	HAZARDOUS CHEMICAL EXPOSURES
F	Are employees trained in the safe handling practices of hazardous chemicals such as acids, caustics, and the like
a	are employees aware of the potential hazards involving various chemicals stored or used in the workplace suc Is acids, bases, caustics, epoxies, and phenols?
15	s employee exposure to chemicals kept within acceptable levels?
Α	re eye wash fountains and safety showers provided in areas where corrosive chemicals are handled?
A	re all containers, such as vats and storage tanks labeled as to their contentse.g. "CAUSTICS"?
A	re all employees required to use personal protective clothing and equipment when handling chemicals (i.e. loves, eye protection, and respirators)?
Α	re flammable or toxic chemicals kept in closed containers when not in use?
	re chemical piping systems clearly marked as to their content?
W ad	here corrosive liquids are frequently handled in open containers or drawn from storage vessels or pipelines, is dequate means readily available for neutralizing or disposing of spills or overflows properly and extend as ful.
1.14	ave standard operating procedures been established and are they being followed when cleaning up chemical
w	here needed for emergency use, are respirators stored in a convenient, clean and sanitary location?
Ar	e respirators intended for emergency use adequate for the various uses for which they may be needed?
Ar	e employees prohibited from eating in areas where hazardous chemicals are present?
	personal protective equipment provided, used and maintained whenever necessary?
Ar	e there written standard operating procedures for the selection and use of respirators where needed?
lf y	you have a respirator protection program, are your employees instructed on the correct usage and limitations the respirators?
Are	e the respirators NIOSH approved for this particular application?
	e they regularly inspected and cleaned sanitized and maintained?
lf h	nazardous substances are used in your processes, do you have a medical or biological monitoring system in eration?

	HAZARDOUS CHEMICAL EXPOSURES
	Are you familiar with the Threshold Limit Values or Permissible Exposure Limits of airborne contaminants and physical agents used in your workplace?
	Have control procedures been instituted for hazardous materials, where appropriate, such as respirators, ventilation systems, handling practices, and the like?
	Whenever possible, are hazardous substances handled in properly designed and exhausted booths or similar locations?
	Do you use general dilution or local exhaust ventilation systems to control dusts, vapors, gases, fumes, smoke, solvents or mists which may be generated in your workplace?
	Is ventilation equipment provided for removal of contaminants from such operations as production grinding, buffing, spray painting, and/or vapor decreasing, and is it operating properly?
	Do employees complain about dizziness, headaches, nausea, irritation, or other factors of discomfort when the use solvents or other chemicals?
	Is there a dermatitis problemdo employees complain about skin dryness, irritation, or sensitization?
	Have you considered the use of an industrial hygienist or environmental health specialist to evaluate your operation?
	If internal combustion engines are used, is carbon monoxide kept within acceptable levels?
- 1	ls vacuuming used, rather than blowing or sweeping dusts whenever possible for clean up?
],	Are materials, which give off toxic asphyxiant, suffocating or anesthetic fumes, stored in remote or isolated locations when not in use?

	HAZARDOUS SUBSTANCES COMMUNICATION			
Is there a list o	of hazardous substances used in your workplace?			
ls there a writt employee trai	ten hazard communication program dealing with Material Safety Da ning?	ta Sheets (MSDS) labeling, and		
Who is respon	sible for MSDSs, container labeling, employee training?			
Itazaru warriir	ner for a hazardous substance (i.e. vats, bottles, storage tanks,) label g (communication of the specific health hazards and physical hazard	ls}?		
Is there a Mate	erial Safety Data Sheet readily available for each hazardous substanc	ce used?		
How will you in substances are	nform other employers whose employees share the same work area e used?	where the hazardous		
Is there an em	ployee training program for hazardous substances?			
Does this prog	ram include:			
An explanation	of what an MSDS is and how to use and obtain one?			
MSDS contents	s for each hazardous substance or class of substances?			
Explanation of	"Right to Know"?			
Identification o	of where employees can see the employer's written hazard commun stances are present in their work area?	ication program and where		
The physical an	nd health hazards of substances in the work area, how to detect thei sures to be used?	r presence, and specific		
Details of the h	azard communication program, including how to use the labeling sy	stem and MSDSs?		
jury and Illness Prevention P		Flournoy Elementary Scho		

HAZARDOUS SUBSTANCES COMMUNICATION

How employees will be informed of hazards of non-routine tasks, and hazards of unlabeled pipes?

	ELECTRICAL
	Are your workplace electricians familiar with the Cal/OSHA Electrical Safety Orders?
	Do you specify compliance with Cal/OSHA for all contract electrical work?
	Are all employees required to report as soon as practicable any obvious hazard to life or property observed in connection with electrical equipment or lines?
	Are employees instructed to make preliminary inspections and/or appropriate tests to determine what conditions exist before starting work on electrical equipment or lines?
	When electrical equipment or lines are to be serviced, maintained or adjusted, are necessary switches opened, locked-out and tagged whenever possible?
	Are portable electrical tools and equipment grounded or of the double insulated type?
	Are electrical appliances such as vacuum cleaners, polishers, vending machines grounded?
	Do extension cords being used have a grounding conductor?
	Are multiple plug adapters prohibited?
	Are ground-fault circuit interrupters installed on each temporary 15 or 20 ampere, 120 volt AC circuit at locations where construction, demolition, modifications, alterations or excavations are being performed?
***************************************	Are all temporary circuits protected by suitable disconnecting switches or plug connectors at the junction with permanent wiring?
	Is exposed wiring and cords with frayed or deteriorated insulation repaired or replaced promptly?
	Are flexible cords and cables free of splices or taps?
	Are clamps or other securing means provided on flexible cords or cables at plugs, receptacles, tools, and equipment and is the cord jacket securely held in place?
	Are all cord, cable and raceway connections intact and secure?
	In wet or damp locations, are electrical tools and equipment appropriate for the use or location or otherwise protected?
	Is the location of electrical power lines and cables (overhead, underground, underfloor, other side of walls) determined before digging, drilling or similar work is begun?
	Are metal measuring tapes, ropes, handlines or similar devices with metallic thread woven into the fabric prohibited where they could come in contact with energized parts of equipment or circuit conductors?
	Is the use of metal ladders prohibited in area where the ladder or the person using the ladder could come in contact with energized parts of equipment, fixtures or circuit conductors?
	Are all disconnecting switches and circuit breakers labeled to indicate their use or equipment served?
	Are disconnecting means always opened before fuses are replaced?
	Do all interior wiring systems include provisions for grounding metal parts of electrical raceways, equipment and enclosures?
	Are all electrical raceways and enclosures securely fastened in place?
	Are all energized parts of electrical circuits and equipment guarded against accidental contact by approved cabinets or enclosures?

ELECTRICAL
 Is sufficient access and working space provided and maintained about all electrical equipment to permit ready and safe operations and maintenance?
 Are all unused openings (including conduit knockouts) in electrical enclosures and fittings closed with appropriate covers, plugs or plates?
Are electrical enclosures such as switches, receptacles, junction boxes, etc., provided with tight-fitting covers or plates?
Are disconnecting switches for electrical motors in excess of two horsepower, capable of opening the circuit when the motor is in a stalled condition, without exploding? (Switches must be horsepower rated equal to or in excess of the motor hp rating).
Is low voltage protection provided in the control device of motors driving machines or equipment, which could cause probably injury from inadvertent starting?
 Is each motor disconnecting switch or circuit breaker located within sight of the motor control device?
Is each motor located within sight of its controller or the controller disconnecting means capable of being locked in the open position or is a separate disconnecting means installed in the circuit within sight of the motor?
Is the controller for each motor in excess of two horsepower, rated in horsepower equal to or in excess of the rating of the motor is serves?
Are employees who regularly work on or around energized electrical equipment or lines instructed in the cardiopulmonary resuscitation (CPR) methods?
Are employees prohibited from working alone on energized lines or equipment over 600 volts?

	NOISE
.,	Are there areas in the workplace where continuous noise levels exceed 85 dBA? (To determine maximum allowable levels for intermittent or impact noise, see Title 8, Section 5097.)
	Are noise levels being measured using a sound level meter or an octave band analyzer and records being kept?
	Have you tried isolating noisy machinery from the rest of your operation?
	Have engineering controls been used to reduce excessive noise levels?
	Where engineering controls are determined not feasible, are administrative controls (i.e. worker rotation) being used to minimize individual employee exposure to noise?
	Is there an ongoing preventive health program to educate employees in safe levels of noise and exposure, effects of noise on their health, and use of personal protection?
	Is the training repeated annually for employees exposed to continuous noise above 85 dBA?
	Have work areas where noise levels make voice communication between employees difficult been identified and posted?
	Is approved hearing protective equipment (noise attenuating devices) available to every employee working in areas where continuous noise levels exceed 85 dBA?
	If you use ear protectors, are employees properly fitted and instructed in their use and care?
	Are employees exposed to continuous noise above 85 dBA given periodic audiometric testing to ensure that you have an effective hearing protection system?

FUELING
 Is it prohibited to fuel an internal combustion engine with a flammable liquid while the engine is running?

FUELING
 Are fueling operations done in such a manner that likelihood of spillage will be minimal?
 When spillage occurs during fueling operations, is the spilled fuel cleaned up completely, evaporated, or other measures taken to control vapors before restarting the engine?
 Are fuel tank caps replaced and secured before starting the engine?
 In fueling operations is there always metal contact between the container and fuel tank?
Are fueling hoses of a type designed to handle the specific type of fuel?
Is it prohibited to handle or transfer gasoline in open containers?
Are open lights, open flames, or sparking or arcing equipment prohibited near fueling or transfer of fuel operations?
Is smoking prohibited in the vicinity of fueling operations?
Are fueling operations prohibited in building or other enclosed areas that are not specifically ventilated for this purpose?
Where fueling or transfer of fuel is done through a gravity flow system, are the nozzles of the self-closing type?

	IDENTIFICATION OF PIPING SYSTEMS
	When nonpotable water is piped through a facility, are outlets or taps posted to alert employees that it is unsafe and not to be used for drinking, washing or other personal use?
	When hazardous substances are transported through above ground piping, is each pipeline identified at points where confusion could introduce hazards to employees?
	When pipelines are identified by color painting, are all visible parts of the line so identified?
	When pipelines are identified by color painted bands or tapes, are the bands or tapes located at reasonable intervals and at each outlet, valve or connection?
	When pipelines are identified by color, is the color code posted at all locations where confusion could introduce hazards to employees?
	When the contents of pipelines are identified by name or name abbreviation, is the information readily visible on the pipe near each valve or outlet?
-	When pipelines carrying hazardous substances are identified by tags, are the tags constructed of durable materials, the message carried clearly ad permanently distinguishable and are tags installed at each valve or outlet?
	When pipelines are heated by electricity, steam or other external source, are suitable warning signs or tags placed at unions, valves, or other serviceable parts of the system?

MATERIAL HANDLING
 Is there safe clearance for equipment through aisles and doorways?
Are aisleways designated, permanently marked, and kept clear to allow unhindered passage?
 Are motorized vehicles and mechanized equipment inspected daily or prior to use?
 Are vehicles shut off and brakes set prior to loading or unloading?
 Are containers or combustibles or flammables, when stacked while being moved, always separated by dunnage sufficient to provide stability?

	MATERIAL HANDLING
	Are dock boards (bridge plates) used when loading or unloading operations are taking place between vehicles and docks?
	Are trucks and trailers secured from movement during loading and unloading operations?
	Are dock plates and loading ramps constructed and maintained with sufficient strength to support imposed loading?
	Are hand trucks maintained in safe operating condition?
	Are chutes equipped with sideboards of sufficient height to prevent the materials being handled from falling
	Are chutes and gravity roller sections firmly placed or secured to prevent displacement?
	At the delivery end of rollers or chutes, are provisions made to brake the movement of the handled materials
	Are pallets usually inspected before being loaded or moved?
	Are hooks with safety latches or other arrangements used when hoisting materials so that slings or load attachments won't accidentally slip off the hoist hooks?
	Are securing chains, ropes, chockers or slings adequate for the job to be performed?
	When hoisting material or equipment, are provisions made to assure no one will be passing under the suspen loads?
Ī	Are Material Safety Data Sheets available to employees handling hazardous substances?

	TRANSPORTING EMPLOYEES & MATERIALS
D	o employees who operate vehicles on public thoroughfares have valid operator's licenses?
N	hen seven or more employees are regularly transported in a van, bus or truck, is the operator's license opropriate for the class of vehicle being driven?
ls	each van, bus or truck used regularly to transport employees, equipped with an adequate number of seats?
	hen employees are transported by truck, are provision provided to prevent their falling from the vehicle?
Aı	re vehicles used to transport employees, equipped with lamps, brakes, horns, mirrors, windshields and turn gnals in good repair?
Ar er	re transport vehicles provided with handrails, steps, stirrups or similar devices, so placed and arranged that mployees can safely mount or dismount?
Ar	e employee transport vehicles equipped at all times with at least two reflective type flares?
ls	a full charged fire extinguisher, in good condition, with at least 4 B:C rating maintained in each employee ansport vehicle?
W th	hen cutting tools with sharp edges are carried in passenger compartments of employee transport vehicles, a ey placed in closed boxes or containers which are secured in place?
	e employees prohibited from riding on top of any load, which can shift, topple, or otherwise become unstab

CONTROL OF HARMFUL SUBSTANCES BY VENTILATION
 Is the volume and velocity of air in each exhaust system sufficient to gather the dusts, fumes, mists, vapors or gases to be controlled, and to convey them to a suitable point of disposal?
Are exhaust inlets, ducts and plenums designed, constructed, and supported to prevent collapse or failure of any part of the system?

CONTROL OF HARMFUL SUBSTANCES BY VENTILATION
Are clean-out ports or doors provided at intervals not to exceed 12 feet in all horizontal runs of exhaust ducts?
 Where two or more different type of operations are being controlled through the same exhaust system, will the combination of substances being controlled, constitute a fire, explosion or chemical reaction hazard in the duct?
 Is adequate makeup air provided to areas where exhaust systems are operating?
Is the intake for makeup air located so that only clean, fresh air, which is free of contaminates, will enter the work environment?
 Where two or more ventilation systems are serving a work area, is their operation such that one will not offset the functions of the other?

SANITIZING EQUIPMENT & CLOTHING
 Is personal protective clothing or equipment, that employees are required to wear or use, of a type capable of being easily cleaned and disinfected?
 Are employees prohibited from interchanging personal protective clothing or equipment, unless it has been properly cleaned?
 Are machines and equipment, which processes, handle or apply materials that could be injurious to employees, cleaned and/or decontaminated before being overhauled or placed in storage?
Are employees prohibited from smoking or eating in any area where contaminates are present that could be injurious if ingested?
 When employees are required to change from street clothing into protective clothing, is a clean changeroom with separate storage facility for street and protective clothing provided?
 Are employees required to shower and wash their hair as soon as possible after a known contact has occurred with a carcinogen?
When equipment, materials, or other items are taken into or removed from a carcinogen regulated area, is it done in a manner that will not contaminate non-regulated areas or the external environment?

TIRE INFLATION
Where tires are mounted and/or inflated on drop center wheels is a safe practice procedure posted and enforced?
 Where tires are mounted and/or inflated on wheels with split rims and/or retainer rings is a safe practice procedure posted and enforced?
 Does each tire inflation hose have a clip-on chuck with at least 24 inches of hose between the chuck and an in- line hand valve and gauge?
Does the tire inflation control valve automatically shut off the airflow when the valve is released?
Is a tire restraining device such as a cage, rack or other effective means used while inflating tires mounted on split rims, or rims using retainer rings?
 Are employees strictly forbidden from taking a position directly over or in front of a tire while it's being inflated?

	EMERGENCY ACTION PLAN
	Are you required to have an emergency action plan?
L	Does the emergency action plan comply with requirements of T8CCR 3220(a)?
	Have emergency escape procedures and routes been developed and communicated to all employers?

EMERGENCY ACTION PLAN
 Do employees, who remain to operate critical plant operations before they evacuate, know the proper procedures?
Is the employee alarm system that provides a warning for emergency action recognizable and perceptible above ambient conditions?
 Are alarm systems properly maintained and tested regularly?
Is the emergency action plan reviewed and revised periodically?
Do employees now their responsibilities:
 For reporting emergencies?
 During an emergency?
 For conducting rescue and medical duties?

	INFECTION CONTROL
Are employees potentially expos	ed to infectious agents in body fluids?
Have occasions of potential occu	pational exposure been identified and documented?
Has a training and information particles and/or body fluids?	rogram been provided for employees exposed to or potentially exposed to blood
Have infection control procedure workplace practices, and persona	es been instituted where appropriate, such as ventilation, universal precautions, al protective equipment?
Are employees aware of specific instruments, handling of laundry,	workplace practices to follow when appropriate? (Hand washing, handling sharp, disposal of contaminated materials, reusable equipment.)
	provided to employees, and in all appropriate locations?
Is the necessary equipment (i.e. radministering mouth-to-mouth re	nouthpieces, resuscitation bags, and other ventilation devices) provided for essentially infected patients?
Are facilities/equipment to comp tags and labels, needle container	ly with workplace practices available, such as hand-washing sinks, biohazard s, detergents/disinfectants to clean up spills?
	ental and working surfaces cleaned and disinfected after contact with blood or
Is infectious waste placed in closa labels?	able, leak proof containers, bags or puncture-resistant holders with proper
Has medical surveillance including potentially exposed employees?	g HBV evaluation, antibody testing and vaccination been made available to
Training on universal precautions	?
Training on personal protective e	quipment?
Training on workplace practices, v	which should include blood drawing, room cleaning, laundry handling, clean up
Training on needlestick exposure/	/management?
Hepatitis B vaccinations?	

ERGONOMICS
Can the work be performed without eyestrain or glare to the employees?
Does the task require prolonged raising of the arms?
Do the neck and shoulders have to be stooped to view the task?
 Are there pressure points on any parts of the body (wrists, forearms, back of thighs)?
Can the work be done using the larger muscles of the body?
Can the work be done without twisting or overly bending the lower back?
 Are there sufficient rest breaks, in addition to the regular rest breaks, to relieve stress from repetitive-motion tasks?
 Are tools, instruments and machinery shaped, positioned and handled so that tasks can be performed comfortably?
Are all pieces of furniture adjusted, positioned and arranged to minimize strain on all parts of the body?

VENTILATION FOR INDOOR AIR QUALITY
Does your HVAC system provide at least the quantity of outdoor air required by the State Building Standards Code, Title 24, Part 2 at the time the building was constructed?
Is the HVAC system inspected at least annually, and problems corrected?
Are inspection records retained for at least 5 years?

CRANE CHECKLIST
Are the cranes visually inspected for defective components prior to the beginning of any work shift?
 Are all electrically operated cranes effectively grounded?
Is a crane preventive maintenance program established?
Is the load chart clearly visible to the operator?
Are operating controls clearly identified?
Is a fire extinguisher provided at the operator's station?
 Is the rated capacity visibly marked on each crane?
Is an audible warning device mounted on each crane?
Is sufficient illumination provided for the operator to perform the work safely?
Are cranes of such design, that the boom could fall over backward, equipped with boomstops?
 Does each crane have a certificate indicating that required testing and examinations have been performed?
 Are crane inspection and maintenance records maintained and available for inspection?

Investigation / Corrective Action Report

Date and Time of Incident / Exposure Location
EMPLOYEES INVOLVED
DETAILED INCIDENT / EXPOSURE DESCRIPTION
ULTIMATE CAUSE OF INCIDENT/EXPOSURE (I.E. "WHO, WHAT, WHEN, WHERE, HOW" AND THE "5 WAYS" THE ROOT CAUSE)
OPTIONS FOR ELIMINATION OR CONTROL OF THE ROOT CAUSE(S)
CORRECTIVE ACTIONS TAKEN / DATE / NAME OF PERSON(S) MAKING CORRECTIONS
Witnesses:

Investigated by: Date:

List of Training Subjects

	Checked Training Subjects
	Explanation of our Injury and Illness Prevention Program
	Measure for reporting any unsafe conditions, work practices, and injuries
	Provisions for medical services, first aid and emergency service
	The employer's Code of Safe Practices.
	Confined spaces.
	Safe practices for operating any agricultural equipment.
	Good housekeeping, fire prevention, safe practices for operating any construction equipment.
	Safe procedures for cleaning, repairing, servicing and adjusting equipment and machinery.
	Safe access to working areas.
	Protection from falls.
	Electrical hazards, including working around high voltage lines.
	Crane operations.
	Trenching and excavation work.
	Proper use of powered tools.
	Guarding of belts and pulleys, gears and sprockets, and conveyor nip points.
	Machine, machine parts, and prime movers guarding.
	Lock-out/tag-out procedures.
	Materials handling.
	Chainsaw and other power tool operation.
	Tree falling/bucking procedures and precautions, including procedures for recognizing and working with hazard trees, snags, lodged trees, and unsafe weather conditions.
	Yarding operations, including skidding, running lines, unstable logs, rigging and communication.
	Landing and loading areas, including release of rigging, landing layout, moving vehicles and equipment, and log truck locating, loading and wrapping.
	Fall protection from elevated locations.
	Use of elevated platforms, including condors and scissor lifts.
	Safe use of explosives.
	Driver safety.
	Slips, falls, and back injuries.
1 ;	Ergonomic hazards, including proper lifting techniques and working on ladders or in a stooped posture for prolonged periods at one time.

	Checked Training Subjects
	Personal protective equipment.
:	Respiratory Equipment.
	Hazardous chemical exposures.
	Hazard communication.
	Physical hazards, such as heat/cold stress, noise, and ionizing and non-ionizing radiation.
	Laboratory safety.
	Bloodborne pathogens and other biological hazards.
	Emergency action and fire prevention plans
	Other job-specific hazards, such as

Worker Training and Instruction Record

Meth	od of Training (select all th	hat anniu	
Weu	od Di Training (Select all ti	nat apply)	
-			

^{*} Mandatory fields: employee name (or other identification), training date, type of training, and training providers

Quarterly Report on Williams Uniform Complaints Education Code 35186(d)

District: Flournoy Un	<u>ion Elementary Scho</u>	ol District		
Person completing this form: Melinda Flournoy Title: Business Manager				
Quarterly Report Sub	omission Date: July Month	2023 Year		
Date for information to be reported publicly at governing board meeting: 06/21/23				
Please check the box that applies:				
lacksquare No complaints were filed with any school in the district during the quarter indicated above.				
	were filed with sch pove. The following these complaints.	ools in the dist g chart summo	trict during the quarter arizes the nature and	
General Subject Area	Total # of Complaints	# Résolved	# Unresolved	
Textbooks and Instructional Materials	0			
Teacher Vacancy or Misassignment	0			
Facilities Conditions	0			
TOTALS	0	0	. 0	
Rachel Davis Print Name of District S	uperintendent	- Louisses		
Signature of District Su	perintendent	06/21/202 Date	23	

Flournoy Union Elementary School District

ON MOTION of Member		, seconded by Member
	, the following	resolution is adopted:
WHEREAS, the Revolvin signors be established for	g Cash fund and a Cafeteria fund and the use of the Superintendent and his	a Student Body fund authorized her designees of the District, and
Whereas the authorized sig	gnors on said account are as follows:	
Revolving Cash Fund:	Rachel Davis, Melinda Flournoy,	Cathy Tobin
Cafeteria Fund:	Rachel Davis, Melinda Flournoy,	Cathy Tobin
Student Body Fund:	Rachel Davis, Melinda Flournoy,	Cathy Tobin
WHEREAS two signatures	s will be required on these accounts;	and
NOW, THEREFORE		
BE IT RESOLVED by the authorized signors such acc	Governing Board of the Flournoy Un counts will be transferred as stated ab	nion School District that the cove.
PASSED AND ADOPTED	by the Governing Board on June 21	, 2023 by the following votes:
AYES: NOES: ABSENT:		
STATE OF CALIFORNIA	.)	
COUNTY OF TEHAMA) ss.)	
I,	, Clerk/Secretary of the a full, true, and correct copy of a rese	Governing Board, do hereby
the Governing Board at a re	egularly called and conducted meeting	g held on said date.
WITNESS my hand this	day of	2023.
	Clerk/Secretary to t	he Governing Board

AUTHORIZING SIGNATURES FOR THE YEAR 2023-24

AUTHORIZED AT A MEETING OF THE FLOURNOY UNION SCHOOL DISTRICT GOVERNING BOARD ON JUNE 21, 2023

BUDGET REVISIONS - - - Number of signatures required 1

I.

Authorized Signature

Authorized Signature Rachel Davis, Superintendent Print Name and Title Melinda Flournoy, Business Manager Authorized Signature Print Name and Title Cathy Tobin, Board President Authorized Signature Print Name and Title II. INTERFUND TRANSFERS Number of signatures required 1 In accord with Education Code 42603, authorization for the transfer of monies between funds are to be made by written resolution of the governing board, and shall be processed when signed as indicated below. Rachel Davis, Superintendent Authorized Signature Print Name and Title Melinda Flournoy, Business Manager Authorized Signature Print Name and Title Cathy Tobin, Board President Authorized Signature Print Name and Title Cathy Tobin, Board President Print Name and Title Print Name and Title Cathy Tobin, Board President Print Name and Title Print Name and Title Cathy Tobin, Board President		In accord with the provisions of Educ written resolution the governing boa	cation Code 42600, authorization for budget transfers are made by rd and shall be processed when signed as indicated below.
Authorized Signature Authorized Signature Authorized Signature Authorized Signature Authorized Signature Print Name and Title II. INTERFUND TRANSFERS Number of signatures required 1 In accord with Education Code 42603, authorization for the transfer of monies between funds are to be made by written resolution of the governing board, and shall be processed when signed as indicated below. Rachel Davis, Superintendent Authorized Signature Print Name and Title Melinda Flournoy, Business Manager Authorized Signature Print Name and Title Cathy Tobin, Board President Authorized Signature Print Name and Title Print Name and Title III. PAYMENT OF EXPENDITURES Number of signatures required 1 In accord with Education Code 42632, all orders drawn on the funds of the district shall be signed by the majority of the governing board or by the person or persons authorized to sign orders in its name. The following signatures are authorized agents for the signing of payroll and vendor warrant transmittal documents. Rachel Davis, Superintendent Authorized Signature Print Name and Title Melinda Flournoy, Business Manager			
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SELPA Local Plan -- Agenda Item Summary and Tehama SELPA Guidance

MEMO DATE:

May 26, 2023

DISTRICT:

Flournoy Union Elementary School District

BOARD AGENDA ITEM TITLE:

Tehama County SELPA Local Plan Approval (ACTION)

BACKGROUND:

Beginning July 1, 2020, a Special Education Local Plan Area (SELPA) must review its Local Plan at least once every three years to ensure information contained in the Governance and Administration section remains relevant and accurate. (California *Education Code* [*EC*] Section 56195.9) A Local Plan must not be implemented without the approval of the COE and/or the CDE. If a COE disapproves a Local Plan, a SELPA may file an appeal with the CDE to overrule the COE's disapproval. The Local Plan for special education must be developed and updated cooperatively by a committee of representative special and general education teachers and administrators selected by the groups they represent; and with the participation of parent member(s) from the community advisory committee (CAC), or parents selected by the CAC. SELPAs are responsible for making certain there is adequate and effective participation and communication.

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 (LEAs) governing board prior to being submitted to the CDE for review and consideration for approval (EC Section 56195.1). SELPAs must ensure a continuum of special education service options are available to students with special needs.

The Tehama County SELPA engaged in a local plan revision this year with a robust and diverse committee. The committee included all necessary and required members and provided substantive fiscal, program, and policy recommendations to the SELPA Executive Committee, Governance Committee, Business Officials, and Community Advisory Council (CAC), made up of parents and families. The Local Plan has been reviewed at meetings of all Tehama SELPA Governing board. These meetings fall under the Brown Act and the public was provided the opportunity to participate and comment. Additionally, all local plan documents were posted on the internet. A public hearing was held May 25,2023, where the Governance Council of Tehama County SELPA adopted the Local Plan in entirety at a public hearing. Additionally, the Community Advisory Council (CAC) made up of families and community partners were allowed a 30-day review of the local plan.

Upon approval, the Local Plan will become the interim plan pending CDE approval. Additionally, to complete the full approval process, the approval of the governing boards of the Tehama County SELPA districts and the Superintendent of Schools (Tehama County Department of Education) will be required. These approvals of the local plan will be submitted to the CDE. The local plan must be also posted on the website of each school district, the SELPA, and TCDE. This process will have to be approved on a 3-year cycle.

The Local Plan brought forward for approval contains all required. All links to the draft Local Plan can be found on the SELPA website at: https://www.tehamacountyselpa.org/

The Tehama County SELPA is respectfully requesting the return of the signed Local Plan Certification by June 23, 2023. Your LEA certifications will need to indicate your website where you post the local plan.

LEA Board Approval Affirmation: Flournoy Union Elementary School District
Please submit to Tehama County SELPA Administrator no later than Friday June 23, 2023



certifies that this plan has been adopted by the appropriate local board and is the basis for the operation and administration of special education programs, and that the agency herein represented 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, 20 *U.S.C.* 1400 et seq., and implementing regulations under 34 *Code of Federal Regulations*, Parts 300 and 303, 29 *U.S.C.* 794, 705 (20), 794- 794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California *Education Code*.

Be it further resolved, the LEA superintendent shall administer the local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Furthermore, the LEA superintendent ensures that policies and procedures covered by this assurance statement are on file at the LEA, on the LEA's website, and the SELPA offices, and are available to any interested party.

Adopted this	_ day of June 2023,
Yeas:	Nays:
Rachel Davis, Super	intendent
Flournoy Union Elem	entary School District

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



California Department of Education **Special Education Division**

SELPA

Tehama County SELPA

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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: [EC 56195.1(d); EC 56195.1(a)(1); EC 56211; EC 56212]

The Local Education Agencies (LEAs) within Tehama County and the Tehama County Department of Education (TCDE) join together pursuant to Education Code Section 56195.1 (c) to adopt a plan in accordance with Education Code Section 56205 to assure equal access to special education and services for all eligible students with disabilities residing in the geographic area served by these agencies, hereafter known as the Tehama County Special Education Local Plan Area (Tehama County SELPA). In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan. Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable federal and state laws.

Participating LEA in the Geographical Boundaries of Tehama County SELPA:

Antelope Elementary School District

Corning Union Elementary School District

Corning Union High School District

Evergreen Union Elementary School District

Flournoy Elementary School District

Gerber Union Elementary School District

Kirkwood Elementary School District

Lassen View Union Elementary School District

Los Molinos Unified School District

Red Bluff Joint Union High School District

Red Bluff Union Elementary School District

Reeds Creek Elementary School District

Richfield Elementary School District

Tehama County Department of Education (TCDE)

Participating LEAs in the SELPA also agree to adhere to SELPA Agreement 1 (Intent), SELPA Agreement 2 (Service Delivery within Tehama County SELPA), and SELPA Agreement 9 (Preschool Continuum of Service) further defining geographical service area. These Agreements

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can be found within the SELPA Office at 900 Palm Street, Building 7401, Red Bluff, Ca 96080.

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

Governance and Administrative Structure

The Local Education Agencies (LEAs) within Tehama County and the Tehama County Department of Education (TCDE) join together pursuant to Education Code Section 56195.1 (c) to adopt a plan in accordance with Education Code Section 56205 to assure equal access to special education and services for all eligible persons with disabilities residing in the geographic area served by these agencies, hereafter known as the Tehama County Special Education Local Plan Area (Tehama County SELPA). The Tehama County Department of Education is designated as the Administrative Unit (AU) for the SELPA. In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan. Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable federal and state laws.

Each district or LEA governing board and the Tehama County Department of Education shall have authority over the programs it directly maintains consistent with the local plan. Regional programs operated on behalf of the SELPA are subject to oversight by the SELPA Governing Board according to SELPA policies and procedures. Each agency shall provide special education and services to all eligible students within its boundaries, including students attending charter schools where a LEA of the SELPA has granted that charter. Charter schools with LEA status in the SELPA are responsible for special education services according to the provisions of the SELPA's Charter School policy. The two independent LEA charters in the SELPA are authorized by the Tehama County Department of Education, and the County Superintendent or designee represents those LEA charters, TCDE Regional Special Education Programs, and Administrative Unit. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve students with disabilities who cannot be served in the LEA of residence District of Special Education Accountability (DSEA) programs. Such cooperation ensures that a range of program options is available throughout Tehama County. The county office, LEA, or district governing boards may enter into agreements to provide service to students in special education programs maintained by other districts, LEAs, or counties and may include within their special education programs students residing in other districts or counties.

Governance Council

The Governance Council is the governing body for the Tehama County SELPA. The Governance Council is comprised of the superintendents from each participating LEA and the TCDE. Superintendents are responsible to each of their respective governing boards. The Superintendent of the Administrative Unit or designee serves as the chairperson for the

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Governance Council. The SELPA Administrator is an ex-officio member. The SELPA Governance Council is charged with the responsibility of adopting appropriate policies regarding the implementation of the Local Plan for Special Education. Each LEA superintendent by participation in the Governance Council is charged with overseeing the operations of the Local Plan and implementing the policies adopted. Information is transmitted to the SELPA Executive Council for implementation of the directives and policies and for the development of procedures. The SELPA Administrator provides a coordinating function and serves as staff to each of the groups. Thus, a smooth and efficient operation of the administrative structure is achieved to assure a successful implementation of the Local Plan for Special Education in accordance with the policies adopted by the SELPA Governance Council.

All council members have one vote and decisions will be made by a two thirds majority vote except in circumstances where state or federal mandates require a unanimous vote. Designees may attend meetings on behalf of a superintendent but may not be voting members, with the exception of the Administrative Unit, TCDE, who can authorize a desginee as a voting member in their absence. A quorum shall consist of 10 members. A two thirds majority vote, in this instance, must include at least 5 districts that are program operators and 1 district that is not a program operator.

The Governance Council meets a minimum of two times per school year. All meetings of the council shall be held according to Brown Act requirements. The notice and minutes of all regular meetings shall be sent to all LEA member superintendents, if requested, the president of the Community Advisory Committee, and others as requested. The SELPA Administrator prepares agendas and disseminates minutes from Governance Council meetings.

The responsibilities of the Governance Council include but are not limited to the following:

- to appoint representatives to the Executive Committee,
- to review and take action to approve or deny amendments to the local plan,
- to make changes in the allocation model and expenditure agreements as necessary,
- · to approve or deny requests for program transfers and
- to address any other items determined necessary by the Executive Committee.

Administrative Unit (AU)

The Tehama County Department of Education (TCDE) shall serve as the AU for the SELPA.

In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan.

Participating LEAs in the SELPA also agree to adhere to SELPA Agreement 1 (Intent), SELPA Agreement 2 (Service Delivery within Tehama County SELPA), and SELPA Agreement 9 (Preschool Continuum of Service) further defining geographical service area. These Agreements

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can be found within the SELPA Office at 900 Palm Street, Building 7401, Red Bluff, Ca 96080.

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

Executive Committee

The Executive Committee is comprised of the following:

- the superintendent of the administrative unit (TCDE)
- the superintendent from each LEA that is designated a program operator
- the superintendent from three LEAs that do not operate special education program

The Executive Committee shall appoint members to serve as chair and vice-chair. Members shall be appointed for two years and may be re-appointed for additional terms. Appointments shall take effect in July. The SELPA Administrator is an ex-officio member.

Each representative shall have one vote and decisions will be made by majority vote except in circumstances where state or federal mandates require a unanimous vote. A majority vote must include at least one vote from an LEA that does not operate special education programs. A quorum shall consist of 7 members present. A majority vote, in these cases, must include at least one district that is not a program operator. Designees may attend meetings on behalf of a superintendent but may not be voting members.

The Executive Committee shall meet not less than 4 times per school year, but may meet more often as needed. Additional meetings may be called at the request of any representative on the committee. All meetings of the committee shall be held according to Brown Act requirements. The committee chair(s) and the SELPA Administrator shall prepare the agenda for each meeting; the SELPA Administrator shall provide all support materials. The chair, vice-chair, or designee shall conduct the meeting.

The notice and minutes of all regular meetings shall be sent to all member LEA superintendents, if requested, the president of the Community Advisory Committee (CAC), and others as requested.

Executive Committee responsibilities shall include, but not be limited to:

- Recommending action on proposed amendments to the local plan to the Governance Council.
- Recommending allocation plans for the distribution of federal, state and local funds allocated for special education programs to the Governance Council.
- Taking action to approve or deny annual service and budget plans and revisions to those plans.

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- Taking action to approve or deny SELPA policies, administrative regulations, procedures, resolutions, and guidelines for the management and implementation of special education programs and services within the SELPA.
- Collaborate with the Administrative Unit regarding the recruitment, selection and evaluation of the SELPA Administrator.
- Providing direction to the SELPA Administrator for regionalized and program specialist services.
- Directing that data be gathered, interpreted, and reported regarding the implementation, administration and operation of the local plan.
- · Reviewing data in order to monitor planned and actual accomplishments of special education programs in the member LEAs that comprise the local plan.
- Authorizing ad hoc committees for the purpose of assisting the Executive Committee to study and explore solutions regarding designated issues.
- Analyze, review and make appropriate recommendations regarding fiscal issues that impact the SELPA to the Governance Council.
- Collaboration among members to develop policies and implement the Local Plan to ensure that all students within the SELPA are provided with a continuum of services and free and appropriate public education (FAPE).

Special Focus Other Committees

Subject to approval from the governing council or executive committee, the SELPA Administrator may convene Ad Hoc Committees and appoint members as needed to address current issues. Membership on these committees is designed to fulfill a particular task within a specified time frame. SELPA personnel or selected representatives will serve as chairpersons of committees.

Each district governing board and the Tehama County Department of Education shall have authority over the programs it directly maintains consistent with the local plan. programs operated on behalf of the SELPA are subject to oversight by the SELPA Governing Board according to SELPA policies and procedures. Each agency shall provide special education and services to all eligible students within its boundaries, including students attending charter schools where a LEA of the SELPA has granted that charter. Charter schools with LEA status in the SELPA are responsible for special education services according to the provisions of the SELPA's Charter School policy. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve students with disabilities who cannot be served in the LEA of residence program. Such cooperation ensures that a range of program options is available throughout Tehama County. The county office or district governing boards may enter into agreements to provide service to students in special education programs maintained by other districts or counties and may include within their special education programs students residing in other districts or counties.

Participating LEAs in the SELPA also agree to adhere to SELPA Agreement 1 (Intent), SELPA

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Agreement 2 (Service Delivery within Tehama County SELPA), and SELPA Agreement 9 (Preschool Continuum of Service). This Agreement can be found within the SELPA Office at 900 Palm Street, Red Bluff, Ca 96080. In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan.

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

Administrative Unit (AU)

The Tehama County Department of Education (TCDE) shall serve as the AU for the SELPA and perform the following functions:

- Receive and distribute special education funds for the operation of special education programs and services, according to the locally approved Special Education Funding Allocation Plan and SELPA Governance Board Policies.
- Provide administrative support, including establishing and maintaining an office for SELPA staff.
- Employment of staff as necessary to carry out the implementation of the local plan.
- •Collaborate with the Executive Committee in the recruitment, hiring, supervision and evaluation of the SELPA Administrator.
- •Collaborate with the Executive Committee regarding the recruitment, employment, and retainment of staff hired in support of SELPA operations.

The Tehama County Department of Education (AU) provides certain special education programs and services as approved by the SELPA Governance Council, and is responsible to collaborate with the SELPA Administrator and Governance Council regarding recruitment, employment, and retainment of staff hired in support of staffing these programs. The AU is reimbursed by the participating districts for the excess costs related to the provision of services by the TCDE and SELPA Office according to the SELPA approved billback formula.

The Tehama County Department of Education is designated as the Administrative Unit (AU) for the SELPA. In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan.

In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan.

Participating LEAs in the SELPA, including TCDE, also agree to adhere to SELPA Agreement 1 (Intent), SELPA Agreement 2 (Service Delivery within Tehama County SELPA), and SELPA

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Agreement 9 (Preschool Continuum of Service). This Agreement can be found within the SELPA Office at 900 Palm Street, Red Bluff, Ca 96080. In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan.

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

Yes

ONo

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

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

Community Advisory Committee (CAC)

The Tehama County SELPA Community Advisory Committee (CAC) serves in an advisory capacity. CAC membership shall be composed of parents/families of individuals with disabilities enrolled in public or private schools, parents/families of other students enrolled in school, students with disabilities, adults with disabilities, general education teachers, special education teachers, other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with disabilities. At least a majority of the CAC shall be composed of parents/families of students enrolled in schools participating in the local plan and at least a majority of such individuals shall be parents/families of individuals with disabilities.

CAC members shall be appointed by and responsible to LEA governing boards. The SELPA Administrator or designee serves as ex-officio member of the CAC and acts as the liaison between the CAC, the Executive Committee, and the Governance Council.

CAC responsibilities include:

- •Advising the policy and administrative entity on the development, amendment, and review of the local plan.
- •Recommending annual priorities to be addressed by the SELPA.
- ·Assisting in parent education and in recruiting parents and other volunteers who may

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contribute to the implementation of the plan.

- •Encouraging community involvement in the development of the local plan.
- •Supporting activities on behalf of individuals with disabilities
- •Assisting in parent awareness of the importance of regular school attendance.

The CAC shall meet no less than two times per year. Announcements of CAC meetings and activities will be distributed to parents/families of students with disabilities in the SELPA. In addition, information will be posted on the SELPA web page.

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

The SELPA Administrator shall be responsible for the coordination of the development of any proposed amendments to the local plan.

Amendments to the permanent portion of the local plan may be considered at any time. The Governance Council may adopt changes to the local plan on an interim basis, not to exceed one school year. To formally adopt proposed and interim amendments the following procedure shall be followed:

- A committee comprised of representatives of special and regular education teachers and
 administrators as well as parent members of the CAC or parents selected by the CAC shall
 be convened to provide input and make recommendations regarding the proposed or
 interim amendments to the local plan. (EC 56195.9). The CAC shall meet no less than two
 times per year. Announcements of CAC meetings and activities will be distributed to
 parents/families of students with disabilities in the SELPA. In addition, information will be
 posted on the SELPA web page.
- The CAC and other advisory groups as determined appropriate by the SELPA Administrator will review the recommended amendments to the local plan, as presented by the committee, and provide additional input and revision recommendations, if needed.
- The Executive Committee will review the recommended amendments, propose any final revisions, and submit the final draft to the Governance Council for approval.
- The Governance Council will review and approve the final draft amendments of the local plan and submit to the LEA governing boards for approval.
- LEA governing boards will review and take action on the recommended amendments to the local plan within 30 days of submission from the Governance Council.

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- Amendments require the approval of each LEA governing board.
- Following approval by all LEA governing boards, the SELPA will submit the local plan to the California Department of Special Education for submission to the State Board of Education, and be posted on each website of member LEAs.

Members of the public, including parents or guardians of students with disabilities, may address questions or concerns to the governing boards of each LEA, the SELPA Governance Council, the Executive Committee, and/or the CAC. Opportunities for public input will be included on the meeting agendas of each committee.

The Tehama County SELPA Administrator and District/LEA Special Education Administrators are also available to meet with parents, families, or members of the public who may have questions or concerns. Meetings can be arranged by contacting the SELPA office.

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

Administrative Unit (AU)

The Tehama County Department of Education (TCDE) shall serve as the AU for the SELPA and perform the following functions:

- •Receive and distribute special education funds for the operation of special education programs and services, according to the locally approved Special Education Funding Allocation Plan.
- Provide administrative support, including establishing and maintaining an office for SELPA staff.
- •Employment of staff as necessary to carry out the implementation of the local plan.
- •Collaborate with the Executive Committee in the recruitment, hiring, supervision and evaluation of the SELPA Administrator.
- Collaborate with the Executive Committee regarding the recruitment and employment of staff hired in support of SELPA Operations.

The Tehama County Department of Education (AU) provides certain special education programs and services as approved by the SELPA Governance Council. The AU is reimbursed by the participating districts for the excess costs related to the provision of services by the TCDE and SELPA Office according to the SELPA approved billback formula.

The Tehama County Department of Education is designated as the Administrative Unit (AU) for the SELPA. In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan.

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

In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan. Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable federal and state laws.

Each member LEAs governing board and the Tehama County Department of Education shall have authority over the programs it directly maintains consistent with the local plan. Regional programs operated on behalf of the SELPA are subject to oversight by the SELPA Governing Board according to SELPA policies and procedures. Each agency shall provide special education and services to all eligible students within its boundaries, including students attending charter schools where a LEA of the SELPA has granted that charter. Charter schools with LEA status in the SELPA are responsible for special education services according to the provisions of the SELPA's Charter School policy. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve students with disabilities who cannot be served in the LEA of residence program. Such cooperation ensures that a range of program options is available throughout Tehama County. The county office or district governing boards may enter into agreements to provide service to students in special education programs maintained by other districts or counties and may include within their special education programs students residing in other districts or counties.

The SELPA provides intensive special education services to infants with low incidence disabilities birth through age two through contracting with two entities. Through its agreement with the Far Northern Regional Center, and the Shasta County Office of Education, the SELPA coordinates the smooth transition of services for infants who are eligible for services upon turning age three to regional services offered by Tehama County Department of Education.

The SELPA has established a systematic method of referral for all students age three to five years of age suspected of being disabled and in need of services. The SELPA provides a full continuum of services for all students age three to five found eligible pursuant to EC 56441.11.

Services for infants and children three to five years of age with disabilities are updated yearly and described in detail in the SELPA Annual Service Plan included herein.

Oversight of Nonpublic School Placements

The SELPA Administrator, in collaboration with the appropriate LEA representatives, shall annually review the placement of each student attending a nonpublic, nonsectarian school to determine if all contracted services are being provided and whether the student is making satisfactory progress toward returning to a public school placement.

The review will include an analysis of the evaluations conducted by the nonpublic, nonsectarian

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school to ensure that they were appropriate and valid for measuring student progress. The LEA may choose to administer additional assessments as necessary, with parent consent where required, to determine whether the student is making adequate educational progress.

Participating LEAs in the SELPA also agree to adhere to SELPA Agreement 1 (Intent), SELPA Agreement 2 (Service Delivery within Tehama County SELPA), SELPA Agreement 9 (Preschool Continuum of Service), SELPÁ Administrative Regulátion 34 (Non Public Schools) further defining LEA responsibility and contractual agreements. These Agreement can be found within the SELPA Office at 900 Palm Street, Red Bluff, CA 96080

- 10. For multi-LEA local plans, specify:
 - a. The responsibilities of each participating COE and LEA governing board in the policymaking process: [EC 56205(a)(12)(D)(i)]

LEA Governing Boards

The governing board of each participating school district authorizes its district's participation in the Tehama County Local Plan for Special Education through its approval of the local plan. The local governing board responsibilities include, but are not limited to:

- Approval of the local plan.
- Approval for the operation of district special education programs
- Adoption of policies and procedures for special education programs and services within their districts.
- LEA compliance with all elements of the local plan.
- Input on SELPA policies and procedures through the district superintendent's participation on the Governance Council.
- Appointment of representatives to the CAC.

Tehama County Department of Education Governing Board

The governing board for the Tehama County Department of Education is responsible for the appointment of members to the CAC and serves as the appellate body in cases related to the expulsion of students with disabilities. The governing board participates in the development of SELPA policies and procedures through the county superintendent's membership on the SELPA Governance Council.

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

LEA and COE Superintendents

The district superintendents are responsible to their respective Boards of Education. The district superintendents and county superintendent participate on the SELPA Governance Council and assist in the development and approval of policies for the operation of the Special Education

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Local Plan Area.

Local superintendents are responsible for preparing their district's special education budgets and for the operation of programs and services within their districts, as well as maintenance and operation of the facilities for special education programs and services.

Responsibilities of the Local Education Agency (County and District) Superintendent in the implementation of the Local Plan include, but are not limited to the following:

- Assist in the identification of special education program and service needs for the Tehama County SELPA through participation on the Governance Council.
- Communicate SELPA information to their governing boards.
- Collecting information on program operations and reporting to the SELPA Administrator
- Managing the operation of local special education programs and services
- Providing assistance in due process and complaint procedures
 - c. The responsibilities of district and county administrators of special education in coordinating the administration of the local plan: [EC 56205(a)(12)(D)(i)]

Local Educational Agency (LEA)

LEA's are responsible for ensuring that students with disabilities are educated in the least restrictive environment (LRE). Placement in special education programs or services occurs only when the nature or severity of the disability is such that the student's education, even with the use of modifications of the general education program or use of supplementary aids or programs, cannot be achieved satisfactorily. Students with disabilities are served in their home districts whenever the needs identified on the individualized education program can be met within the home district.

LEAs are allocated special education funds based on their ability to meet all of the following requirements:

- demonstrate fiscal capability,
- demonstrate the ability to comply with student IEPs.
- · to provide adequate support of special education staff.

and are subject to local plan policies and agreements. LEA's, authorized by the Governance Council, are allocated funds based on the SELPA funding allocation plan and operate their own special education programs/services. LEA's that do not receive special education funding are provided services through the TCDE or by arrangement with another LEA or authorized nonpublic school.

LEA responsibilities include, but are not limited to:

- Coordinating and conducting child find activities.
- Identifying and serving students in medical, foster or LCI facilities.
- · Participating in state/district-wide assessments.

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- Operating special education programs and services according to SELPA guidelines
- · Complying with state and federal laws and regulations regarding special education.
- Responding to compliance and due process complaints and implementing the decisions of compliance investigations or due process hearings.
- Utilizing the same management information system, forms, procedures and guidelines as all other LEAs within Tehama County.
- Collecting and completing state and federal report requirements; including California Longitudinal Pupil Achievement Data System (CALPADS) submissions, reports, selfreviews, verification reviews and any other state and federal reviews as required by the California Department of Education, Special Education Division, or the Federal Office of Special Education Programs (OSEP).
- Monitoring the appropriate use of federal, state and local funds.
- Complying with state and federal requirements regarding maintenance of effort (MOE)
- Cooperation with other LEAs to ensure the provision of services to all identified students in the SELPA

The Tehama County Department of Education is designated as the Administrative Unit (AU) for the SELPA. In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan. Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable federal and state laws.

- 11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:
 - a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan: [EC 56205(a)(12)(D)(ii)(l)]

The SELPA Administrator for the Tehama County SELPA serves two important functions, administrator of the SELPA and program administrator for the Tehama County Department of Education regional programs and services. Because of the dual nature of this position, all matters related to the hiring, supervision and evaluation of this individual, shall be performed by the AU in collaboration with the Executive Committee. It is the duty of the SELPA Administrator to oversee and supervise the evaluation of SELPA and TCDE Regional Special Education program and services staff. The SELPA Administrator assures equal access to all programs and services in the SELPA and provides advice to members of the public, including parents, guardians or families of students with disabilities who are receiving services under the local plan, on the availability of established due process and legal service options and procedures. cooperation with the California Department of Education, the SELPA Administrator provides information to ensure that all students with disabilities and students eligible for special education services, receive due process of law.

The Executive Committee collaborates with the Administrative Unit regarding the recruitment, selection, retainment, and evaluation of the SELPA Administrator.

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

Tehama County Special Education Local Plan Allocation Plan and Budget Categories: Governance and Administrative Structure

The local education agencies (LEAs) within Tehama County SELPA and the Tehama County Department of Education join together pursuant to Education Code Section 56195.1 (c) to adopt a plan in accordance with Education Code Section 56205 to assure equal access to special education and services for all eligible students with disabilities residing in the geographic area served by these agencies, Tehama County Special Education Local Plan Area (Tehama County SELPA). The SELPA Governance Council adopts an annual budget and service plan at a public hearing yearly, and a review of Section B of the SELPA Local Plan, including their funding allocation plan, once every three years. The SELPA Administrator manages the budget adopted by the Governance Council. Budget reports are provided to the Governance council, quarterly.

SELPA Funding Allocation Plan

Revisions to the Allocation Plan - In May 2015 the SELPA Governing Board agreed to revise the SELPA AB 602 Funding Allocation Plan. The new plan was partially phased in during the 2015-16 school year and was fully operational by the 2017-18 school year. Major components of the new plan include the following: Revenue and expenses will be separated into three major categories, namely TCDE Programs and Services, SELPA Services, and SELPA Extraordinary Costs Fund (formerly known as Priorities Fund). As there are recent reforms at the state level for funding distribution, the Tehama County SELPA will distribute and allocate AB 602 funding according to state law mandates. If the law allows for local control over funding distribution and allocation to member LEAs, the Tehama County SELPA will distribute the following methodology for AB 602 funds:

- A. SELPA Services and SELPA Extraordinary Costs Funds (formerly known as Priorities) will be funded for 100% of their approved expenses, through the RS/PS and property tax add on funding revenue.
- B. TCDE Regional Special Education Program Services will be funded for 86% of its approved expenditures. TCDE is considered an LEA in our funding allocation and expense model.
- C. State Entitlement Funds will be allocated to program operators using a two-step calculation as follows:
 - 1. Allocate 80% of the designated revenue using a single rate per ADA based on the state's distribution methodology of the highest ADA over a three-year period: current year, prior year, or prior prior year. This will be utilized at the closing of books in August each year. Updates through the year will use the following metrics: First Interim: P2 Prior Year, highest of the three years; Second Interim: P1 Current Year, highest of the three years; Closing Budget: P2 Current Year, highest of the three years.
 - 2. Allocate 20% of the designated revenue using a single rate per prior year CALPADS Census Date pupil count.

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D. Federal Local Assistance Grant funds will be allocated to District Program Operators using prior year CALPADS Census Date pupil count rather than a constant percentage.

Tehama County SELPA Definitions - Program Operator & Direct Services District/LEA for Funding Allocation and Expense Model Purposes:

Local School Districts/Local Education Agencies (LEAs): Local school districts that can demonstrate financial capability may become program operators pursuant to the Local Plan.

Program Operator Districts: are allocated special education funds according to the SELPA special education allocation formula. Program Operators, at a minimum, are responsible for providing the following services to all identified students within its attendance area:

- Psychological services (School Psychologist FTE)
- Speech and language therapy (Speech Language Pathologist FTE)
- Specialized academic instruction for up to and including the full school day for students with mild-moderate disabilities (Special Education Teacher FTE)

The following school districts are currently designated as program operators

- Antelope Elementary School District
- Corning Union Elementary School District
- Corning Union High School District
- Evergreen Union School District
- Los Molinos Unified School District
- Red Bluff Joint Union High School District
- Red Bluff Union Elementary School District

<u>Direct Service Districts/LEAs</u>: Direct service districts/LEAs are provided special education services primarily by the TCDE. Direct service districts are entitled to place students in programs operated by any other program operator district within the SELPA through the defined Regional Referral process, which analyzes need, education benefit, and the least restrictive environment (LRE).

The following districts are currently considered direct service LEAs

- Flournoy Elementary School District
- Gerber Elementary School District
- Kirkwood Elementary School District
- Lassen View Elementary School District
- Reeds Creek Elementary School District
- Richfield Elementary School District
- · Lincoln Street School (LEA charter authorized by the Tehama County Department of Education)
- Tehama eLearning Academy (LEA charter authorized by the Tehama County Department of Education)

If any direct service providers could meet the requirements of this agreement and obtain approval

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from the Tehama County SELPA Governance Council they would be taken off this list and moved to program operator

Revenue Allocation

Due to the size and scope of services each member LEA provides, the SELPA may adjust the type of federal, state, and local allocations, if needed. This would not change the amount each LEA is allocated, rather what resource it is allocated from, depending on the needs of each member LEA.

- State Entitlement This is the primary state funding source for special education. PS/RS funds are used for the operation of the SELPA. Low Incidence funds and Out of Home Care funds are allocated to the SELPA. State entitlement is allocated to the following LEAs: TCDE and district program operators (Antelope Elementary, Corning Union Elementary, Corning Union High School, Evergreen Union, Los Molinos Unified, Red Bluff Joint Union High School, Red Bluff Union Elementary). The method for distributing these funds is described below in the Allocation Plan.
- Project Workability Funds These funds are allocated directly to Corning Union High School and Red Bluff Joint Union High School District
- Federal Local Assistance Grant The federal local assistance grant is used to fund TCDE programs and district program operators. These funds are allocated to resource code 3310. The method for distributing these funds is included in the Allocation Plan.
- Low Incidence Funds This grant is managed by the SELPA Administrator and used solely for providing eligible low incidence services, equipment, and materials. This grant is calculated based on the prior year census pupil count of students with disabilities in their primary or secondary disability of Hard of Hearing; Deafness; Visual Impairment; Orthopedic Impairment; Deaf-Blindness. To receive funds for equipment or materials, Low Incidence Staff or Administrators must complete verification of the need and area of disability.
- Preschool Grants - The federal preschool grants are managed by the SELPA Administrator and used solely for supporting the TCDE operated regionalized special education preschool programs.
- Preschool Staff Development This grant is managed by the SELPA Administrator to provide staff development for preschool staff.
- Infant The federal grant for infant programs is managed by the SELPA and is used solely to provide services for infants. Currently these services are provided through a contract with the Shasta County Office of Education Infant program.
- Local Property Taxes Local property taxes are allocated to the SELPA, SELPA Extraordinary Costs Fund, and TCDE based on the Funding Allocation Plan.
- One Time Funding Special Education Resources Periodically, the state budget includes one-time funds for special education purposes. As one-time funding is not predictable, it is the intention of the SELPA Governing Board that new one-time funding sources in an amount less than \$250,000 remain at the SELPA for use aligned with the intended purpose at the discretion of the SELPA Assistant Superintendent, due to the size and scope each member LEA provides and will be utilized in a consortium regional model. To make determinations about appropriate use of funds, the SELPA Assistant

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Superintendent may consult with LEA Superintendents and staff, Educational and Community Partners, Fiscal Staff, and/or partners from the Statewide System of Support. All determinations shall be communicated to the SELPA Governing Board at the next regularly scheduled meeting pending the receipt of the funds or grant award notifications. In the event one-time funds made available via the SELPA exceed \$250,000, the SELPA Assistant Superintendent will convene a temporary workgroup to determine the appropriate purpose, use, and allocation to SELPA members or the SELPA administrative unit. Final disbursement information shall be communicated to the SELPA Governing Board at next regularly scheduled meeting pending the workgroup's recommendations.

Permanent State Entitlement Funding Calculation: The calculation is as follows:

- First Priority The SELPA, will be funded for 100% of its expenses. PS/RS funds will be allocated to the SELPA first and the difference will come from local property taxes.
- Second Priority SELPA Extraordinary Cost Fund, will be replenished annually to a maximum of \$250,000. Funding will come entirely from property taxes.
- Third Priority The Tehama County Department of Education will be reimbursed for 86% of its total expenses. Total expenses can be found on the Billback Calculation Summary worksheet provided to the Governance Council quarterly. The TCDE will be funded with a combination of property tax revenue, federal local assistance grant funds and a portion of total state entitlement. Funds will be allocated in the following manner:
 - Any property tax revenue left after funding the first and second priorities, will be allocated to TCDE.
 - \$721,016 from the federal local assistance grant will be allocated to the TCDE. Note: Because the federal local assistance grant has not increased substantially for a number of years, this amount has been automatically allocated to the TCDE each year. This allocation translates to about 41.5% of the total grant amount. If at any time in the future the grant increases substantially (amount to be determined by the SELPA Governing Board) the allocation to TCDE will be recalculated using the 41.5% percent figure.
 - The balance of any remaining unfunded expenses will be allocated from `total state entitlement'
- Fourth Priority the remaining state entitlement funds and local assistance grant funds will be allocated to program operators according to the following formulas:
 - 80% of remaining state entitlement will be allocated by prior year P2 ADA. The other 20% will be allocated by prior year CALPADS Census Dates pupil count.
 - 100% of local assistance grant funds will be allocated by prior year CALPADS Census Dates pupil count.

SELPA Extraordinary Cost Fund

In addition to the SELPA AU and LEAs that operate programs, the SELPA allocates a portion of the State Entitlement income for SELPA Extraordinary Cost Fund - a SELPA savings account. This money is allocated by the SELPA Governance Council. The SELPA Extraordinary Costs Fund funds will be used in the following manner:

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- Maintain a \$250,000 reserve to be used as outlined by SELPA Agreement 6
- Property tax funds will be transferred to replenish the fund to \$250,000 at the beginning of each school year.

<u>Management Fee</u>

Rather than being assessed an indirect fee for county office services, the SELPA pays a management fee to the Administrative Unit (AU), Tehama County Department of Education (TCDE) - County Office of Education (COE). The management fee is capped at \$400,000, to be reviewed during each local plan and allocation plan revision and re-benched based on actual expense metrics,

District to District Excess Cost Determinations

School districts that provide special education services to students from outside their attendance boundaries at the request of the District of Special Education Accountability (DSEA) may charge the DSEA the excess cost associated with providing services for individual students. LEAs that arrange for services from another LEA are responsible for its pro-rata share of the excess costs associated with that service. LEAs that receive special education funding from the SELPA, over and above their normal State Entitlement allocation, in order to provide regional services, may not charge another LEAs for excess costs unless so stipulated in the agreement to provide such regional services. The Excess Cost amount is determined by the Fiscal Oversight Committee on a yearly basis. Excess costs do not apply to students who enroll in school districts other than their District of Special Education Accountability through the inter-district transfer process. LEAs that receive services from the TCDE are responsible for the excess costs associated with those services. The formula for determining these costs is determined by the SELPA Governing body and contained in the SELPA Billback Calculation formula.

Federal Revenue Sources

In addition to State Entitlement revenues, the SELPA budget also receives the following other lincome sources:

- Federal Local Assistance Grant The federal local assistance grant is allocated to the SELPA to provide a Free and Appropriate Public Education (FAPE) to identified public school students ages 3 to 22 and other services to identified students attending private schools. The former Preschool Local Entitlement Grant (3320) is now included in the total Federal Local Assistance Grant (3310). The SELPA continues to calculate what this revenue source would have generated under the former model to apply directly to regional preschool programs and services. Each year the SELPA office calculates the percentage of the increase to the federal Local Assistance grants and applies that percentage to the former year to calculate what this resource would have generated in the former model, to be allocated to preschool related services.
- Federal Preschool Grant
- Federal Preschool Staff Development
- Federal Part C Grant The SELPA receives a grant for infant services, which is transferred to the Shasta County Office of Education for providing infant services to children in Tehama County. Note: Shasta County Office of Education also receives state funding

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based on their infant pupil count, including Tehama County infants, which directly flows to the Shasta County Office of Education.

• Alternative Dispute Resolution - The SELPA has the option of receiving a yearly grant for training and provision of Alternative Dispute Resolution and Prevention. The SELPA retains this grant to apply to the continuum of dispute prevention and resolution for all member LEAs, families, and educational partners.

Transfer of Federal and State Educationally Related Mental Health Services (ERMHS) Funds from Member LEAs to SELPA via the Administrative Unit

Under previous law, state (SACS resource code 6546) and federal (SACS resource code 3327) funds for educationally-related mental health services ("ERMHS") for students eligible for special education and related services are distributed to the Tehama County SELPA on behalf of all member LEAs. The funds are received by the Tehama County Department of Education, the Administrative Unit (AU) on behalf of the SELPA. The local SELPA Governance board, per the local plan, voted to create a consortia regional SELPA wide Educationally Related Mental Health Services Program. All state and federal mental health funds are distributed accordance with the SELPA Local Plan ("Local Plan") and SELPA Allocation Plan ("Allocation Plan"); and Whereas The Governor's 2022-2023 State Budget included a shift in distribution of these funds that, effective for the 2023-2024 school year, all state and federal ERMHS funding shift from the SELPA and, instead, be distributed directly to each member LEA. The member LEAs of the Tehama County SELPA have a history of collaborative local decision-making that, under their locally determined allocation structure, has ensured that the full continuum of services, including ERMHS, is available to all students served by the SELPA. Member LEAs recognize this shift in funding distribution will offer little benefit while making significant and unnecessary changes to the manner in which ERMHS services are provided; and changes from the shift in funding distribution are likely to result in program, funding, and staffing challenges that will impact the quality of services and thereby affect students, families, and staff across the SELPA. These changes and the resulting challenges and impacts will be particularly difficult on the students, families, and staff to all member LEAs. To avoid the unnecessary changes and resulting consequences of shift of distribution of funds directly to LEAs, Tehama County SELPA Member LEAs desire to maintain the SELPA's previous structure for distributing state and federal ERMHS funds through the SELPA consortia model.

Starting in the budget year 2023, the state has approved and plans to distribute federal and state ERMHS funding directly to LEAs. Tehama County Member LEAs agree that the allocation for state principal apportionment for ERMHS (6512), and any federal ERMHS (3327) funds distributed to them will be immediately county transferred to the Tehama County Department of Education as the Administrative Unit for the SELPA. This county transfer will be initiated by the Tehama County Department of Education's Business Services Department to fund the already established regional ERMHS program the SELPA Governing board has developed. The Tehama SELPA will continue to fund the regional ERMHS and programs at the SELPA consortia level even with changes with the state's distribution directly to LEAs. If any changes in ERMHS are required these changes will be determined by the SELPA Governing Board based on local needs. The SELPA agrees that any changes to ERMHS or any regionalized services will be

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addressed using the procedures set forth in the SELPA's Program Transfer Policy (reflected in SELPA Agreement 2, SELPA Service Continuum and Delivery) and in accordance with Education Code section 56207. If the amount of the expenses incurred by the ERMHS program exceeds both state, federal, and roll over funding, the expenses will be attributed within the SELPA expense "billback" model. The fund balance of the previous state restricted resource (SACS code 6512) remains at the SELPA to fund services that are not in excess of the state and federal funds as well as any extraordinary costs such as Residential Treatment Center placements. ERMHS extraordinary costs must be referred to the Fiscal Appropriations Committee (FAC) for review of LRE and adherence to SELPA Administrative Regulation 35, Non Public Schools and Agencies. The FAC makes any recommendations for funding extraordinary RTC costs for final approval to the Governance Council.

Tehama County SELPA and Tehama County Department of Education (AU) fiscal staff will assist all member LEAs in completing required federal fiscal monitoring forms, duties, and required actions.

Local Property Tax Revenue

In addition to State Entitlement and Federal grant funding, The SELPA is allocated revenue from local property taxes for the purpose of providing special education programs and services. An estimate regarding property tax revenues is included in the Special Education Funding Exhibit. A more accurate figure is available from the TCDE business department.

General Fund Contribution

It is important to remember that special education is severely underfunded and even with local, state and federal funding, this never covers the expenditures of special education services. Expenditures above and beyond the funds described above are provided by LEA general funds, which is currently over 60% of the expenditures.

Budget Development, Approval and Review **Budget Categories**

The SELPA Administrator manages many various budgets, including, but not limited to:

- Tehama County Department of Education Regional Special Education TCDE Programs and Services
- Federal Local Assistance grant (TCDE programs and services)
- Tehama County SELPA Office
- Low Incidence materials, equipment, and services.
- Memorandums of Understanding (MOU) and Fee for Service. MOU's the SELPA provides services, including school nursing and school psychologist services, to LEAs, TCDE special education programs and other County Office programs based on a Memorandum of Understanding (MOU). For LEA's that neither employ nor contract with the county for their own school psychologist services, the SELPA provides psychological services to LEAs on an as needed basis via a Fee for Service model.

Details regarding costs, usage and billing are included in the MOU/Fee for Service Budget document.

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- Direct Service District District Instructional Aide Fund This fund provides support to direct service LEAs to receive funding for instructional aide support. A baseline rate was established an an effective COLA is applied each year. The total amount allocated to this fund is then multiplied by the amount of Educational Specialist FTEs needed to service direct service districts. That amount is then divided by the total number of direct service LEAs.
- Federal and State Mental Health Services
- Alternative Dispute Prevention and Resolution Services, including expenses associated with the Community Advisory Council (CAC)
- Preschool Services
- Preschool staff development
- Infant Services
- Medi-Cal: The SELPA generates Medi-Cal income for a variety of services. Medi-Cal monies are restricted and can only be used to enhance or increase health related services to students. A collaborative of the providers must be used to determine Medi-Cal spending. Other expenses include a percentage of secretarial services and processing fees for the Medi-Cal vendor.
- MAA
- Lottery Funds
- Allocation to provide services to identified school age students enrolled in private schools
- SELPA Extraordinary Costs: The SELPA Extraordinary Costs s Fund was created prior to AB 602 through the Goldfinger maximization process. The SELPA hired a financial consultant each year who revised each district's J-50 report to maximize the amount of funding. The SELPA used the resulting increase in funding to create a reserve then called the SELPA Priorities Fund. It was agreed in the allocation plan to continue the maximization fund (now referred to as "Extraordinary Costs") as an ongoing separate allocation. Per SELPA Agreement 6, SELPA Extraordinary Costs Funds the purpose of the funds is as follows:
 - 1. First Priority is to cover legal costs up to 75% of the cost per incident for all districts/ LEAs. There are specific requirements that LEAs must engage in Alternative Dispute Resolution (ADR) with SELPA engagement to apply for this fund, defined in SELPA Agreement 6.
 - 2. Second Priority is to provide funds unused in a given fiscal year to be available to address extraordinary costs incurred by a direct services district/LEAs (non program operators) due to special education and/or the need to initiate the provision of special education services.
 - 3. Funds may also be used to address needs identified and approved by the SELPA Governance Council.
- Out of Home Care Funding Approved Non-public School Procedures governing the use of these funds can be found in SELPA Agreement SA 7 LCI Funding) The money is allocated to the SELPA AU in the state distribution formula Per SELPA Agreement 7, The Out of Home Care funds will be used in the following manner:
 - 1. First Priority is to pay for 100% of the cost of placing LCI eligible students in non-public schools or agencies or specialized public settings outside of the DSEA

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2. Second Priority is to fund the excess cost of any unassigned Individual Behavior Intervention (IBI) serving regional programs with students who are LCI eligible.

3. Third Priority is to provide funds that would build capacity within our LEAs to create and sustain a multi-tiered system of supports for social emotional and behavioral needs

<u>Approval</u>

In the spring of each year, a fiscal report for the upcoming school year is presented to the governing board for initial budget approval. This report includes the following:

- Billback Calculation a summary of income and expenses for each major program category
- Billback Summary The projected billback by program category for each LEA
- Income Distribution Allocation of State Entitlement, Federal Local Assistance Grant and Local Property tax revenues
- Non-public School Expenses Billback by LEA
- Individual Behavior Interventionists Billback by LEA
- Memorandums of Understanding and Fee for Services Billback by LEA Prior to presenting budgets to the governing board they are reviewed by the county office CBO. The SELPA Administrator and Budget Analyst also present information to LEA CBOs throughout the year and prior to bringing to SELPA Governance.

Based on the information contained in these documents the governing board takes action to approve/deny the SELPA budget.

<u>Transportation</u>

- 1. Revenue Determination: The TCDE receives a static amount of funding from the CDE for the provision of special education transportation services.
- 2. Revenue Distribution: 100% of the state apportionment to the County Office for transportation is allocated
- 3. Expenses
 - a. Maintenance: The cost of parts and a pro-rata share of the mechanic's salary and benefits is shared between the two budgets. Parts are charged to the budget throughout the year. The mechanic's salary is charged at the close of the budget
 - b. Indirect: The transportation department pays the county an indirect charge

Billback: The billback to districts is shared between the two budgets

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

The Tehama SELPA and each member LEA shall ensure that a student is referred for special educational instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. Such resources may include, but not be limited to, Response To Intervention models (Rti)/Multi Tiered Systems of Support (MTSS) Student Success Teams, early literacy programs, and remedial programs, and access to Core

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Curriculum. The Tehama SELPA and each member LEA shall ensure that students with disabilities have access to:

- All required core curriculum including state adopted core curriculum and supplementary materials.
- · Instructional materials and support.

In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan. Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable federal and state laws.

Each district governing board and the Tehama County Department of Education shall have authority over the programs it directly maintains consistent with the local plan. programs operated on behalf of the SELPA are subject to oversight by the SELPA Governing Board according to SELPA policies and procedures. Each agency shall provide special education and services to all eligible students within its boundaries, including students attending charter schools where a LEA of the SELPA has granted that charter. Charter schools with LEA status in the SELPA are responsible for special education services according to the provisions of the SELPA's Charter School policy. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve students with disabilities who cannot be served in the LEA of residence program/ District of Special Education Accountability (DSEA). Such cooperation ensures that a range of program options are available throughout Tehama County. The county office or LEA or District governing boards may enter into agreements to provide service to students in special education programs maintained by other LEAs, districts, or counties and may include within their special education programs students residing in other LEAs, districts or counties.

The SELPA Administrator assures equal access to all programs and services in the SELPA and provides advice to members of the public, including parents, guardians or families of students with disabilities who are receiving services under the local plan, on the availability of established due process and legal service options and procedures. In cooperation with the California Department of Education, the SELPA Administrator provides information to ensure that all students with disabilities and students eligible for special education services, receive due process of law. Specific duties include, but are not limited to:

- Coordinating implementation of all components of the local plan.
- Preparing and submitting approved annual budget and service plans.
- Developing, implementing, supervising, and evaluating regionalized services and programs, including analyzing and recommending adequate staffing levels.
- Supervising and evaluating SELPA and TCDE Regional Special Education program and services staff.
- Developing and ensuring implementation of policies, procedures, and local agreements that will ensure that all students are provided with a free and appropriate public education (FAPE),
- Developing and maintaining interagency agreements with appropriate public agencies to ensure a full range of special education programs and services.

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- Assisting the executive committee to develop plans for the allocation of state and federal funds for special education
- Ensuring appropriate use of federal, state, and local funds allocated for special education.
- Preparing program and fiscal reports required by the LEAs, SELPA, and California Department of Education.
- Developing and implementing a plan for personnel development, including training of staff and parents,
- Providing technical assistance and consultation to LEAs in all areas of special education, including complaint and due process procedures.
- Adopting and implementing a common data management information system.
- Establishing and maintaining a positive relationship with all members of the SELPA.
- Informing the superintendents of the status of the special education programs, including staffing projections, levels, and shortages.
- Providing programs and services approved by the Governance Council.
- · Assisting LEA's to access services not available within the district of special education accountability (DSEA)
- Monitoring non-public school and agency contracts and placements
- Serving as an ex-officio member of the Governance Council and the Executive Committee and staff to both groups.

As program administrator for the Tehama County Department of Education, the SELPA Administrator is responsible for the operation of special education programs and services provided by the Tehama County Department of Education. Specific duties include but are not limited to the following:

- · Assists in the recruitment and selection of personnel, including analyzing and recommending adequate staffing levels.
- Develops and maintains budgets to support special education programs and services
- Develops and monitors staff assignments and schedules
- Coordinates the supervision and evaluation of certificated and classified staff
- Attends IEP meetings as necessary
- Coordinates, schedules, and oversees periodic meetings with staff for the purpose of program improvement, communication, and staff development.
- Completes staff evaluations, as necessary, and makes recommendations to the AU staff regarding probationary employees.
- Supervises the operation of the special education office
- Develops and maintains the budget for the transportation department
- Coordinates the provision of transportation services and the supervision and evaluation of transportation staff

Regionalized Services and Program Specialists Assurances

As a condition of receiving funds for regionalized services and the direct instructional support of program specialists, the SELPA assures that all regionalized operations and services listed below are provided in accordance with the local plan:

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- A coordinated system of identification and assessment.
- A coordinated system of procedural safeguards.
- A coordinated system of staff development and parent education.
- A coordinated system of curriculum development and alignment with the core curriculum.
- A coordinated system of internal program review, evaluation of the effectiveness of the local plan, and implementation of a local plan accountability mechanism.
- A coordinated system of data collection and management.
- Coordination of interagency agreements.
- Coordination of services to medical facilities.
- Coordination of services to licensed children's institutions and foster homes.
- Preparation and transmission of required SELPA reports.
- Fiscal and logistical support of the CAC
- Coordination of career, vocational and transition services.
- Coordination of transportation services for students with disabilities
- Means by which full educational opportunity is ensured.
- Fiscal administration and the allocation of state and federal funds.

Program specialists are employed through the AU and serve the SELPA under the direction of the SELPA Administrator. The SELPA Administrator evaluates program specialists. Program specialists shall be appropriately credentialed, have advanced training and related experiences in the education of students with disabilities and have specialized in-depth knowledge special education and differing disabilities. The role of the program specialist includes but is not limited to the following:

- Conduct observations, consult with, and assist special and general education staff, administrators, and parents regarding appropriate placement and services for students.
- Participate in program development, primarily in the area of their expertise.
- Coordinate curricular resources and take leadership in ensuring the use of appropriate instructional methods, strategies, interventions, and resources.
- Facilitate the development and implementation of staff development and parent education activities.
- Assist LEAs in completing program reviews, monitoring compliance, and resolving disputes regarding special education programs and services.
- Assist in assuring that students have full educational opportunities.
- Provide other services as needed.

Administrative Unit

The Tehama County Department of Education (AU) provides certain special education programs and services as approved by the SELPA Governance Council. The AU is reimbursed by the participating districts and LEAs for the excess costs related to the provision of services by the TCDE and SELPA Office according to the SELPA approved billback formula. collaborates with the Executive Committee regarding the recruitment, retainment, and employment of staff hired in support of SELPA operations.

Local Educational Agency (LEA)

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LEA's are responsible for ensuring that students with disabilities are educated in the least restrictive environment (LRE). Placement in special education programs or services occurs only when the nature or severity of the disability is such that the student's education, even with the use of modifications of the general education program or use of supplementary aids or programs, cannot be achieved satisfactorily. Students with disabilities are served in their home districts whenever the needs identified on the individualized education program (IEP) can be met within the home district.

LEAs are allocated special education funds based on their ability to meet all of the following requirements:

- demonstrate fiscal capability,
- demonstrate the ability to comply with student IEPs,
- to provide adequate support of special education staff, and are subject to local plan policies and agreements. LEA's, authorized by the Governance Council, are allocated funds based on the SELPA funding allocation plan and operate their own special education programs/services. LEA's that do not receive special education funding are provided services through the TCDE or by arrangement with another LEA or authorized non-public school.

LEA responsibilities include, but are not limited to:

- Coordinating and conducting child find activities.
- Operating special education programs and services according to SELPA guidelines
- Complying with state and federal laws and regulations regarding special education.
- Cooperation with other LEAs to ensure the provision of services to all identified students in the SELPA

LEA Special Education Administrators

LEA special education administrators are responsible for the coordination of special education services and programs within their agencies and for the implementation of policies and procedures set forth in the local plan.

Participating and member LEAs and the Administrative Unit in the SELPA also agree to adhere to SELPA Agreement 1 (Intent), SELPA Agreement 2 (Service Delivery within Tehama County SELPA), SELPA Agreement 9 (Preschool Continuum of Service), SELPA Administrative Regulation 34 (Non-Public Schools), further defining the continuum of services for special education in Tehama County SELPA. These Agreements and Regulations can be found within the SELPA Office.

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

The Tehama SELPA Administrator is responsible for ensuring appropriate use of federal, state, and local funds allocated for special education. It shall be the policy of Tehama County SELPA

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to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement and not to supplant state, local and other Federal funds. It shall be the policy of Tehama County SELPA 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 students with disabilities except as provided in Federal law and regulations.

The TCDE shall serve as the AU for the SELPA and receives and distributes special education funds for the operation of special education programs and services, according to the locally approved Special Education Funding Allocation Plan and SELPA Governance Board Policies. TCDE business office staff work collaboratively with the SELPA Administrator and SELPA Fiscal staff in relation to distribution and allocation of funds and meeting all state and federal requirements.

LEAs are responsible monitoring the appropriate use of federal, state and local funds and complying with state and federal requirements regarding maintenance of effort. SELPA Fiscal Staff and TCDE business office provide support in monitoring MOE.

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

Low Incidence Funds

Funds for low incidence equipment, materials, and supplies as well as for low incidence services are restricted to support students in the following disability categories: hard-of-hearing, deaf, visual impairment, orthopedically impaired, and deaf-blind. The funds are administered through the Tehama County SELPA and include receipt of services, funds, expenditure of funds, maintenance of an inventory, development of procedures for exchange of equipment, and reporting to the state.

Policies, Procedures, and Programs

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

Section B: Governance and	d Administration				
SELPA Tehama County	SELPA	Fiscal Year	2023-24		
1. Free Appropriate Publi	c Education: 20 <i>USC</i> Section	1412(a)(1); <i>EC</i> 56205(a	a)(1)		
Policy/Procedure Number:	SAR 1 and SP 1				
Document Title:	SELPA Administrative Regulation 1: Free and Appropriate Public Education (FAPE) & SELPA Policy 1: Free and Appropriate Public Education				
Document Location:	Local Plan, Governance Boar	Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, Governance Board Policies, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.			
with disabilities residing in	LEA that a free appropriate pure LEA between the ages of 3 suspended or expelled from so	and 21, inclusive, include	ling children with		
	·				
2. Full Educational Oppor	tunity: 20 <i>USC</i> Section 1412	(a)(2); <i>EC</i> 56205(a)(2)			
Policy/Procedure Number:	SAR 2 and SP 2				
Document Title:	SELPA Administrative Regula SELPA Policy 2: Full Educati	ition 2: Full Educational onal Opportunity	Responsibility &		
Document Location:	Tehama County SELPA Office Local Plan, Governance Board Regulations and Agreements,	l Policies, SELPA Admir	nistrative		
"It shall be the policy of this programs, non-academic pr adopted by the SELPA as s	LEA that all children with disal rograms, and services available stated:	bilities have access to ed e to non-disabled childre	ducational n." The policy is		
3. Child Find: 20 <i>USC</i> Sec	tion 1412(a)(3); <i>EC</i> 56205(a)(3)			
Policy/Procedure Number:					

SELPA Policy 3: Child Find

Document Title:

Section B: Governance an	d Administration		
SELPA Tehama County	SELPA Fiscal Year 2023-24		
Document Location:	Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, Governance Board Policies, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.		
private schools, regardless related services, are identification implemented to determine visions.	LEA that all children with disabilities residing in the State, including children meless or are wards of the State and children with disabilities attending of the severity of their disabilities, who are in need of special education and ied, located, and evaluated. A practical method has been developed and which children with disabilities are currently receiving needed special ces." The policy is adopted by the SELPA as stated:		
● Yes ← No			
4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP): 20 USC Section 1412(a)(4); EC 56205(a)(4)			
Policy/Procedure Number:	SAR 4 & SP 4		
Document Title:	SELPA Agreement 4: Individualized Education Program (IEP) and SELPA Policy 4: Individualized Education Program (IEP)		
Document Location:	Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, Governance Board Policies, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.		
"It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 <i>USC</i> 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 <i>USC</i> 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			
5. Least Restrictive Enviro	onment: USC Section 1412(a)(5); <i>EC</i> 56205(a)(5)		
Policy/Procedure Number	SAR 5 & SP 5		

SELPA Agreement 5: Least Restrictive Environment (LRE) and SELPA

Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 -

Policy 5: Least Restrictive Environment (LRE)

Document Title:

Section B: Governance and Administration **SELPA** Tehama County SELPA Fiscal Year 2023-24 Local Plan, Governance Board Policies, SELPA Administrative **Document Location:** Regulations and Agreements, and Policy and Procedures File. "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 \bigcirc No 6. Procedural Safeguards: 20 USC Section 1412(a)(6); EC 56205(a)(6) Policy/Procedure Number: SP 6; SPM Sec. III-1; SPM Sec. III-18. SELPA Policy 6: Procedural Safeguards; SELPA Procedure Manual Section III: Other Legal Requirements and Special Education Document Title: Procedures: 1. Parent Rights and 18: Procedural Rights and Safeguards Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 -**Document Location:** Local Plan, Governance Board Policies, SELPA Administrative Regulations and Agreements, and Policy and Procedures File. "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 \bigcirc No 7. Evaluation: 20 USC Section 1412(a)(7); EC 56205(a)(7)

Policy/Procedure Number: | SAR 7; SP 7; SPM Sec. I-7

Document Title:

SELPA Agreement 7: Evaluation; SELPA Policy 7: Evaluation; SELPA Procedure Manual Section I: Special Education Referral, Evaluation and Program Continuum Options: 7. Evaluation and Assessment

Document Location:

Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 -Local Plan, Governance Board Policies, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.

"It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at

Section B: Governance and	d Administration			
SELPA Tehama County SELPA Fiscal Year 2023-24				
least once every three yea as stated:	rs or more frequently, if appropriate." The policy is adopted by the SELPA			
Yes				
8. Confidentiality: 20 <i>USC</i>	C Section 1412(a)(8); <i>EC</i> 56205(a)(8)			
Policy/Procedure Number:	SP 8; FAS(GBP) 8			
Document Title:	SELPA Policy 8: Confidentiality; Federal Assurance Statement 8 (within Governance Board Policies): Confidentiality			
Document Location:	Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, Governance Board Policies, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.			
and records maintained by shall be protected pursuant	LEA that the confidentiality of personally identifiable data, information, the LEA relating to children with disabilities and their parents and families to the Family Educational Rights and Privacy Act, non-academic ailable to non-disabled children." The policy is adopted by the SELPA as			
9. Part C to Part B Transit	ion: 20 <i>USC</i> Section 1412(a)(9); <i>EC</i> 56205(a)(9)			
Policy/Procedure Number:	SP 9			
Document Title:	SELPA Policy 9: Part C Transition			
Document Location:	Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, Governance Board Policies, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.			
Individuals with Disabilities programs, experience a sm consistent with 20 <i>USC</i> Sec	LEA that children participating in early intervention programs under the Education Act (IDEA), Part C, and who will participate in preschool ooth and effective transition to preschool programs in a manner than 1437(a)(9). The transition process shall begin prior to the child's third ted by the SELPA as stated:			

Section B: Governance an	d Administration		
SELPA Tehama County	SÈLPA	Fiscal Year	2023-24
10. Private Schools: 20 <i>U</i>	/SC Section 1412(a)(10); <i>EC</i> 562	05(a)(10)	
Policy/Procedure Number:	SP 10 and Exhibits A-I		
Document Title:	SELPA Agreement 10: Private SELPA Agreement 10 Exhibits A	School Students With A, B, C, D, E, F, G, H,	Disabilities;
Document Location:	Tehama County SELPA Office, 9 Local Plan, Governance Board F Regulations and Agreements, ar	Policies, SELPA Admi	nistrative
LEA coordinated procedure purpose of providing specia	LEA to assure that children with di hall receive appropriate special edi s. The proportionate amount of fed Il education services to children wit nts." The policy is adopted by the S	ucation and related se leral funds will be alloo h disabilities voluntaril	ervices pursuant to
11. Local Compliance Ass	surances: 20 <i>USC</i> Section 1412((a)(11); <i>EC</i> 56205(a)(11)
Policy/Procedure Number:	SP 11	The same of the sa	The second secon
Document Title:	SELPA Policy 11: Compliance A	ssurances	
Document Location:	Tehama County SELPA Office, 9 Local Plan, Governance Board P Regulations and Agreements, an	olicies, SELPA Admir	nistrative
and that the agency(ies) he laws and-regulations, include	LEA that the local plan shall be acass for the operation and administerin represented will meet all applifying compliance with the IDEA; the and the provisions of the California	stration of special edu icable requirements c e Federal Rehabilitatio	cation programs, of state and federal
12. Interagency: 20 USC S	ection 1412(a)(12); <i>EC</i> 56205(a)((12)(D)(iii)	
Policy/Procedure Number:		·/(/(m/	

CELDA Tabana O 1				
SELPA Tehama County SELPA Fiscal Year 2023-24				
Document Title:	SELPA Policy 12: Inter-agency Coordination; Federal Assurance Statement 12: Interagency			
Document Location:	Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, Governance Board Policies, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.			
Socialitation are in ellect (is LEA that interagency agreements or other mechanisms for interagency to ensure services required for free appropriate public education are ntinuation of services during an interagency dispute resolution process." he SELPA as stated:			
● Yes ← No				
13. Governance: 20 USC	Section 1412(a)(13); <i>EC</i> 56205(a)(12)			
Policy/Procedure Number	SP 13			
Document Title:	SELPA Policy 13: Governance			
Document Location:	Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, Governance Board Policies, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.			
LEA is not eligible for assist	LEA to support and comply with the provisions of the governance bodies trative support to implement the local plan. A final determination that an tance under this part will not be made without first affording that LEA with pportunity for a hearing through the State Education Agency." The policy is stated:			
14. Personnel Qualificatior	ns; <i>EC</i> 56205(a)(13)			
Policy/Procedure Number:	SP 14; FAS(GBP) 14			
Document Title:	SELPA Policy 14: Personnel Standards; Federal Assurance Statement (within Governance Board Policies) 14: Personnel Standards			
Document Location:	Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, Governance Board Policies, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.			

Section B: Governance and Administration

Section B: Governance and Administration **SELPA** Tehama County SELPA Fiscal Year 2023-24 "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 \bigcirc No 15. Performance Goals and Indicators: 20 USC Section 1412(a)(15); EC 56205(a)(14) Policy/Procedure Number: SP 15; FAS 15 SELPA Policy 15: Performance Goals and Indicators; Federal Document Title: Assurance Statement 15: Performance Goals and Indicators Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 -Local Plan, Governance Board Policies, SELPA Administrative Document Location: Regulations and Agreements, and Policy and Procedures File. "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 O No 16. Participation in Assessments: 20 USC Section 1412(a)(16); EC 56205(a)(15) Policy/Procedure Number: | SAR 16; SP 16; FAS 16 SELPA Agreement 16: Participation in Assessments; SELPA Policy 16: Participation in Assessments; Federal Assurance Statement 16: **Document Title:**

Participation in Assessments

Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 -Document Location:

Local Plan, Governance Board Policies, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.

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

Section B: Governance an	d Administration			
SELPA Tehama County	Fiscal Year	2023-24		
17. Supplementation of St 56205(a)(16)	ate, Local, and Federal Funds: 20	USC Section 1412(a)(17); <i>EC</i>	
Policy/Procedure Number:	SP 17; FAS (GBP) 17			
Document Title:	SELPA Policy 17: Supplementation of State and Federal Funds / Annual Budget Plan; Federal Assurance Statement (within Governance Board Policies) 17: Supplementation of State and Federal Funds / Annual Budget Plan			
Document Location:	Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, Governance Board Policies, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.			
will be expended in accorda	s LEA to provide assurances that fu ance with the applicable provisions plant state, local, and other federal	of the IDEA and will	l he used to	
18. Maintenance of Effort:	20 <i>USC</i> Section 1412(a)(18); <i>EC</i> 56	6205(a)(17)		
Policy/Procedure Number:	SAR 18; SP 18; FAS (GBP) 18	No.		
Document Title:	SELPA Administrative Regulation 18: Maintenance of Effort (MOE) & SELPA Policy 18: Maintenance of Effort (MOE); Federal Assurance Statement (within Governance Board Policies) 18: Maintenance of Effort (MOE).			
Document Location:	Tehama County SELPA Office, 90 Local Plan, Governance Board Po Regulations and Agreements, and	licies, SELPA Admir	nistrative	
strayor combined level of loc	LEA that federal funds will not be usal and state funds expended for the laws and regulations." The policy	e education of childr	en with disabilities	

Section B: Governance an	d Administration
SELPA Tehama County	SELPA Fiscal Year 2023-24
19. Public Participation: 2	0 <i>USC</i> Section 1412(a)(19); <i>EC</i> 56205(a)(18)
Policy/Procedure Number:	SP 19; FAS 19 (GBP)
Policy/Procedure Title:	SELPA Policy 19: Public Participation; Federal Assurance Statement 19 (within Governance Board Policies): Public Participation
Document Location:	Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, Governance Board Policies, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.
children with disabilities, and	LEA that public hearings, adequate notice of the hearings, and an opportunity to the general public,including individuals with disabilities and parents of are held prior to the adoption of any policies and/or regulations needed to EA." The policy is adopted by the SELPA as stated:
● Yes ← No	
20. Suspension and Expuls	sion: 20 <i>USC</i> Section 1412(a)(22); <i>EC</i> 56205(a)(19)
Policy/Procedure Number:	SP 22; FAS (GBP) 22
Document Title:	SELPA Policy 22: Suspension/Expulsion; Federal Assurance Statement (within Governance Board Policies) 22: Suspension/Expulsion
Document Location:	Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, Governance Board Policies, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.
prescribed by the CDE. Who procedures, and practices re	on suspension and expulsion rates will be provided in a manner en indicated by data analysis, the LEA further assures that policies, elated to the development and implementation of the IEPs will be ted by the SELPA as stated:
Yes	
21. Access to Instructional	Materials: 20 <i>USC</i> Section 1412(a)(23); <i>EC</i> 56205(a)(20)
Policy/Procedure Number:	SP 23; FAS (GBP) 23

SELPA Policy 23: Access to Instructional Materials; Federal Assurance

SELPA Tehama County	, SELDA		
	Fis	sca i Year	2023-24
Document Title:	Statement (within Governance Board Polici Instructional Materials	es) 23: Ad	ccess to
Document Location:	Tehama County SELPA Office, 900 Palm S Local Plan, Governance Board Policies, SE Regulations and Agreements, and Policy ar	LPA Admi nd Procedu	nistrative
oracino with print disabili	is LEA to provide instructional materials to blin ties in a timely manner according to the state- cessibility Standard." The policy is adopted by	nd students	or other
<u> </u>			
22. Over-identification an	d Disproportionality: 20 USC Section 1412(a)	(24); <i>EC</i> 5	6205(a)(21)
Policy/Procedure Number	SP 24; FAS (GBP) 24		and the second s
Document Title:	SELPA Policy 24: Over-Identification and Di Assurance Statement (within Governance B Identification and Disproportionality	sproportio oard Polic	nality; Federal ies) 24: Over-
Document Location:	Tehama County SELPA Office, 900 Palm St Local Plan, Governance Board Policies, SEL Regulations and Agreements, and Policy an	' PA Admir	nistrativo
"It shall be the policy of this representation by race and the SELPA as stated:	s LEA to prevent the inappropriate over-identif ethnicity of children as children with disabilitie	ication or o	disproportionate blicy is adopted by
	ory Medicine: 20 <i>USC</i> Section 1412(a)(25); <i>E</i> (C 56205(a))(22)
Policy/Procedure Number:	SP 25; SPM Sec. III-14; FAS (GBP) 25		
Document Title:	SELPA 25: Prohibition on Mandatory Medicir Manual Section III Other Legal Requirements Procedures 14: Prohibition on Mandatory Me (within Governance Board Policies) 25: Prohi Medicine	s and Spec edicine: Fe	cial Education
Document Location:	Tehama County SELPA Office, 900 Palm Str Local Plan, Governance Board Policies, SEL Regulations and Agreements, and Policy and	PA Admini	istrativo
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"It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a

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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 \bigcirc 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 respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the document title and the location (e.g., SELPA office) for each function:"

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

Document Title:

Governance Board Policy 1 Governance and Administrative Structure; Governance Board Policy 2: Regionalized Services and Specialists; Governance Board Policy 3: Roles and Responsibilities of Participating Entities; SELPA Policy 13: Governance; SELPA Agreement 1: Intent; SELPA Administrative Regulation 2: SELPA Service Delivery; Governance Board Policy 16 SELPA Dispute Resolution Policy and Procedure

Document Location:

Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 -Local Plan, Governance Board Policies, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.

Governance Board Policies 1-3: The local education agencies (LEAs) within Tehama County and the Tehama County Department of Education join together pursuant to Education Code Section 56195.1 (c) to adopt a plan in accordance with Education Code Section 56205 to assure equal access to special education and services for all eligible students with disabilities residing in the geographic area served by these agencies, hereafter known as the Tehama County Special Education Local Plan Area (Tehama County SELPA). The Tehama County Department of Education is designated as the Administrative Unit (AU) for the SELPA. In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan.

The SELPA Governance Council, is made up of Superintendents of each LEA and the AU, is charged with the responsibility of adopting appropriate policies regarding the implementation of the Local Plan for

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Special Education. Each LEA superintendent by participation in the Governance Council is charged with overseeing the operations of the Local Plan and implementing the policies adopted. Information is transmitted to the SELPA Executive Council for implementation of the directives and policies and for the development of procedures. The SELPA Administrator provides a coordinating function and serves as staff to each of the groups. Thus, a smooth and efficient operation of the administrative structure is achieved to assure implementation of the Local Plan for Special Education in accordance with the policies adopted by the SELPA Governance Council.

Description:

The SELPA Administrator assures equal access to all programs and services in the SELPA and provides advice to members of the public, including parents, guardians, or families of students with disabilities who are receiving services under the local plan, on the availability of established due process and legal service options and procedures. In cooperation with the California Department of Education, the SELPA Administrator provides information to ensure that all students with disabilities and students eligible for special education services, receive due process of the law. Specific duties include, coordinating implementation of all components of the local plan.

SELPA Policy 13 indicates each LEA in the SELPA is responsible for implementation of the local plan.

The intent of SELPA Administrative Regulation 1 is to provide an integrated system of comprehensive special education services designed to meet the educational needs of students with disabilities who reside within the local plan area. It indicates all LEAs are responsible for serving all students in the Local Plan Area and implementing the adopted SELPA local plan.

SELPA Administrative Regulation 2 is an agreement amongst the LEAs in the SELPA that all LEAs ensure that the local plan is implemented and to ensure that all students with disabilities are offered a full continuum of services. The Agreement also clarifies roles and responsibilities regarding the provision of services, procedures, policies, and implementation of the local plan.

Governance Board Policy 16 SELPA Dispute Resolution Policy and Procedure outlines the responsibilities the adoption, implementation, interpretation, modification and revision of the local plan by LEAs in the local plan area. It also outlines the process when a dispute among LEA Members occurs related to the implementation or revision of the Local Plan.

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2. Coordinated system of identification and assessment:

Document Title:

SELPA Agreement 1: Intent; SELPA; SELPA Agreement 9: Preschool Continuum of Services; Procedures Manual Section I Special Education Referral, Evaluation and Program Continuum Options: Evaluation and Assessment

Document Location:

Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.

SELPA Agreement 1: Intent is a SELPA Agreement outlining each LEA's responsibilities outlined by the local plan and federal and state law as it relates to special education referrals, assessments, and developing Individualized Educational Programs. The Agreement further refers to the SELPA Procedure Manual for more detailed local procedures for identification and assessment for special education.

SELPA Agreement 9 describes the statutory responsibilities of the SELPA and LEAs within the SELPA to assure that preschool aged students with disabilities have access to special education services. It further describes the referral, screening, assessment and services model. The county office of education provides the vast majority of services, on behalf of the SELPA, for preschool aged students with disabilities from identification, to evaluation, to service delivery. Program Operator districts provide speech and language services to students attending preschools in their district attendance areas.

Description:

The SELPA Procedures Manual Section 1, Special Education Referral, Evaulation, and Program Continuum Options, Evaluation and Assessment provides an overview and outline of the best practices around pre-referral interventions prior to evaluating a student for special education, referral processes through a tiered model of support, and evidence-based assessment practices and procedures.

3. Coordinated system of procedural safeguards:

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Document Title:

SELPA Agreement 1: Intent; SELPA Policy 6: Procedural Safeguards; SELPA Procedure 18, Section III: Procedural Rights and Safeguards

Document Location:

Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.

SELPA Agreement 1 Intent: outlines the responsibility of each LEA within the SELPA to ensure that procedural safeguards are upheld for students with disabilities.

SELPA Policy 6: indicates it is the policy of the SELPA to afford students with disabilities and their parents all procedural safeguards throughout the provision of a free and appropriate public education (FAPE) including identification, evaluation, and placement.

Description:

SELPA Procedure 18 ensures safeguards are understood and provided to parents and students. This is accomplished through coordination with the SELPA Governance in educating LEA leadership. All LEAs within the SELPA utilize the CDE version of the Parents' Rights and Procedural Safeguards documents.

The procedure in Section III of the SELPA Procedure Handbook is a mirror of the CDE Procedural Rights and Safeguards and is updated if/ when the CDE updates their formal Procedural Safeguards document at the state level.

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

Document Title:

Governance Board Policy 1d: Governance and Administrative Structure: SELPA Administrator; Governance Board Policy 2: Regionalized Services and Specialists; Governance Board Policy 3 CAC; SELPA Adopted Goals

Document Location:

Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, SELPA Administrative Regulations and Agreements, and Policy and Procedures File. Governance Council Goals are voted on yearly and can be obtained at the SELPA Office at 900 Palm Street Red Bluff, CA 96080.

Governance Board Policy 1d: SELPA Administrator: delineates and describes the SELPA Governance Structure and the role of the SELPA Administrator, which includes developing and implementing a plan for personnel development, including training of staff and parents.

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Governance Board Policy 2: Regionalized Services and Specialists policy delineates the regional and coordinated professional development for staff and parents. The SELPA Administrator, Program Administrators and Specialists provide a coordinated system of staff development and parent education. Program Specialists appropriately credentialed, have advanced training and related experiences in the education of students with disabilities and have specialized in-depth knowledge students with disabilities and special education. Program Specialists provide coordinated support to LEAs, SELPA and AU staff, and parents related to special education services, programs, best practices, and alternative dispute resolution.

Description:

Governance Board Policy 3: Community Advisory Committee (CAC) policy describes the role of the CAC. The SELPA Administrator or SELPA Designee serve as ex-officio members of the CAC to provide fiscal and programmatic support as well as be the liaisons between the CAC and the Governance Council. The Tehama County SELPA Community Advisory Committee (CAC) serves in an advisory capacity. The CAC collaborates to create annual goals and priorities, assists in parent education, supports activities on behalf of students with disabilities, assists in parent awareness, and encourages community involvement.

The SELPA Governance Council memorializes regular goals, which includes priorities of staff and parent education.

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

Document Title:

Governance Board Policy 2: Regionalized Services; Governance Board Policy 10: Access to Core Curriculum

Document Location:

Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 -Local Plan, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.

Governance Board Policy 2 describes a coordinated system of curriculum development and alignment with the core curriculum as a regionalized service within the SELPA.

Description:

Governance Board Policy 10 states each LEA in the SELPA will ensure students with disabilities have access to all required core curriculum, supplementary materials, and instructional materials and supports.

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

Document Title:

Governance Board Policy 1: Governance and Administrative Structure; Governance Board Policy 14: Amendments to the Local Plan

Document Location:

Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 -Local Plan, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.

Program evaluation is the joint responsibility of the SELPA and the LEAs within the SELPA local plan area. Regional Program Operators are required to adhere to program operation standards agreed to in SELPA Agreements. The Executive Committee and Governance Council utilize SELPA Goals to measure program effectiveness and local plan The Executive Committee works on policy and limplementation. procedural development as it relates to implementation of the local plan. Furthermore, the Local Plan is updated periodically pursuant to the priorities of the Governance Council.

Description:

Governance Board Policy 1 - Governance & Administrative Structure: The SELPA Governance Council is charged with the responsibility of adopting appropriate policies regarding the implementation of the Local Plan for Special Education. Each LEA superintendent by participation in the Governance Council is charged with overseeing the operations of the Local Plan and implementing the policies adopted. Information is transmitted to the SELPA Executive Council for implementation of the directives and policies and for the development of procedures. The SELPA Administrator provides a coordinating function and serves as staff to each of the groups. Thus, a smooth and efficient operation of the administrative structure is achieved to assure successful implementation of the Local Plan for Special Education in accordance with the policies adopted by the SELPA Governance Council.

Governance Board Policy 14 describes the process of analyzing the need to revise the local plan. The SELPA Administrator shall be responsible for the coordination of the development of any proposed amendments to the local plan.

7. Coordinated system of data collection and management:

Governance 2: Regionalized Services; Governance Board Policy 1d: Governance and Administrative Structure: SELPA Administrator;

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Document Title:

Governance Board Policy 3a: LEA Responsibilities; Federal Assurance Statement (within Governance Board Policies) 27 Data

Document Location:

Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 -Local Plan, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.

Governance Board Policy 2 indicates having a coordinated system of data collection and management as a regionalized service within the SELPA.

Governance Board Policy 1d indicates that the SELPA Administrator is responsible for adopting and implementing a management information system on behalf of the SELPA.

Governance Board Policy 3a: LEA Responsibilities indicates that all LEAs in the SELPA must utilize the same management information system as all other LEAs in the SELPA. Additionally, all LEAs must collect and complete state and federal report requirements including CALPADS reports and any other state and federal reviews as required by the California Department of Education, Special Education Division, or the Federal Office of Special Education Programs (OSEP).

Description:

Federal Assurance Statement 27 states that it is the policy of the SELPA to provide data or information to the California Department of Education that may be required by regulations.

Tehama County SELPA currently utilizes Special Education Information System (SEIS). Tehama County SELPA also provides extensive support to all member LEAs on CALPADs Special Education submissions and certification.

8. Coordination of interagency agreements:

Document Title:

Federal Assurance Statement (within Governance Board Policies)12: Interagency; Governance Board Policy 1d: Governance and Administrative Structure: SELPA Administrator; Governance Board Policy 2: Regionalized Services; Governance Board Policy 6: Programs for Early Childhood Special Education

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Document Location:

Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.

Federal Assurance Statement 12 states that it is the policy of the SELPA that interagency agreements or other mechanisms for inter-agency coordination are in effect to ensure services required for FAPE are provided, including the continuation of services during an inter-agency dispute resolution process.

Governance Board Policy 1d outlines the SELPA Administrator role and responsibilities which includes maintaining and coordinating interagency agreements on behalf of the SELPA to support the range and continuum of services for students with disabilities within the SELPA

Description:

Governance Board Policy 2 indicates the coordination of inter-agency agreements as a regionalized service within the SELPA.

Governance Board Policy 6 delineates the inter-agency coordination required to serve infants within the SELPA. The SELPA provides intensive special education services to infants with low incidence disabilities birth through age two. Through its agreements with the Far Northern Regional Center and Shasta County Office of Education (SCOE), the SELPA coordinates the smooth transition for services for infants who are eligible for services upon turning age three.

9. Coordination of services to medical facilities:

Document Title:

SELPA Agreement 1: Intent; Governance Board Policy 2: Regionalized Services

Document Location:

Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.

Description:

Governance Board Policy 2 indicates coordination of medical facilities as a SELPA regionalized service service.

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

Document Title:

SELPA Agreement 1: Intent; Governance Board Policy 2: Regionalized Services; SELPA Agreement 7: LCI Funds

Document Location:

Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 -Local Plan, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.

SA 1 details the responsibility for the identification, evaluation, IEP development and provision of special education and related services to students with disabilities residing in LCIs and Foster Family Homes within the geographical area of the LEA subject to provisions described in the local plan. The LEA may either provide the required services directly, through agreement with another LEA within the SELPA, through another public agency, or through contract with an appropriate nonpublic school or agency.

Description:

GBP 2 indicates coordination and services to LCI facilities and foster family homes as a regionalized service within the SELPA.

SA 7 LCI Funds details the prioritization of LCI funds and the process of requesting and accessing these funds.

Furthermore, when a LCI eligible student transfers out of the SELPA; it is the practice of Tehama County SELPA to notify the receiving SELPA, if the student transfers to a school within California.

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

Document Title:

Board Policy 1d: Governance and Administrative Structure: SELPA Administrator; Governance Board Policy 2: Regionalized Services; Governance Federal Assurance Statement 27;

Document Location:

Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 -Local Plan, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.

GBP 1d outlines the SELPA Administrator role and responsibilities which includes preparing, transmitting, and submitting all program and fiscal reports to the CDE.

Governance Board Policy 2 indicates preparation and transmission of

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required special education local plan area reports as a regionalized service within the SELPA.

Description:

Federal Assurance Statement 27 states that it is the policy of the SELPA to provide data or information to the CDE that may be required by regulations.

Tehama County SELPA currently utilizes Special Education Information System (SEIS). Tehama County SELPA also provides extensive support to all member LEAs on CALPADs Special Education submissions and certification. The SELPA is the lead in the data management, processing, and submission of all reports required by the CDE, for member LEAs.

12. Fiscal and logistical support of the CAC:

Document Title:

Governance Board Policy 2: Regionalized Services; Governance Board Policy 3: Roles and Responsibilities of Participating Entities Governance Board Policy 17: Tehama County Special Education Local Plan Allocation Plan and Budget Categories

Document Location:

Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 -Local Plan, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.

Governance Board Policy 2 - Regionalized Services indicates fiscal and logistical support of the SELPA Community Advisory Council as a regionalized service within the SELPA.

Governance Board Policy 3 - Roles and Responsibilities outlines the roles of all the entities including the SELPA Administrator and CAC. Announcements of CAC meetings and activities will be distributed to parents of students with disabilities in the SELPA. In addition, information will be posted on the SELPA web page.

Governance Board Policy 17 - SELPA Allocation Plan details the fiscal structure of the SELPA and how the SELPA office is funded, which includes fiscal and programmatic support to the CAC.

Description:

The SELPA office prepares all agendas, schedules the meetings, and provides training for the CAC.

The SELPA office manages and approves budget items for the CAC related to their annual goals, professional development, and/or their

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		advocacy efforts.				

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

Document Title:

SELPA Administrative Regulation 41: Transportation for Students with Disabilities; SELPA Procedure 13. Transportation Agreements

Document Location:

Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.

SELPA Administrative Regulation 41 summarizes specialized transportation for students with disabilities and the responsibility of LEAs and IEP teams to determine transportation services and criteria. The process in determining transportation services are determined by criteria and specific needs of each student. The SELPA will provide technical assistance to LEAs or parents as requested.

Description:

The SELPA Procedure 13, Section III manual outlines local procedures for specialized transportation and the responsibilities of each LEA, the County Office, and of the SELPA for students for ages 3-22. Transportation guidelines are outlined, including length of ride, medication, health needs, behavioral interventions, discipline, in-lieu transportation, and recommendations for students who fall under the McKinney-Vento Act.

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

Document Title:

Governance Board Policy 2: Regionalized Services; Governance Board Policy 17: Tehama County Special Education Local Plan Allocation Plan and Budget Categories; SELPA Agreement 2: Service Delivery within Tehama County SELPA

Document Location:

Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.

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Governance Board Policy 2 - Regionalized Services indicates that coordination of career, vocational and transition services is a regionalized service within the SELPA.

Governance Board Policy 17 - SELPA Allocation Plan details the fiscal structure of the SELPA and how funds related to coordination of transition services are funded to our local high school member LEAs.

Description:

SELPA Agreement 2: Service Delivery within Tehama County SELPA is a guidance document outlining the continuum of services within the SELPA, including transition services for students age 18-22 and how to access services through member LEAs of the county office of education special education programs.

15. Assurance of full educational opportunity:

Document Title:

SELPA Administrative Regulation 2: Full Educational Opportunity; SELPA Policy 2: Full Educational Opportunity; SELPA Agreement 2: Service Delivery within Tehama County SELPA

Document Location:

Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.

SELPA Administrative Regulation 2: Full Educational Opportunity is adopted by the SELPA to ensure that all students with disabilities have access to a continuum of services and educational programs that are available to non-disabled peers.

Description:

SELPA Policy 2 states it is the policy of the SELPA that all students with disabilities have access to the variety of educational programs, non-academic programs, and services available to non-disabled students including nonacademic and extra-curricular services and activities.

SELPA Agreement 2 is a guidance document outlining the access and continuum of services for all students with disabilities within the SELPA boundaries. Additionally, it outlines the responsibility of all LEAs within the SELPA to ensure access to the continuum of services.

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

Document Title:

Governance Board Policy 1d: Governance and Administrative Structure - SELPA Administrator; Governance Board Policy 17: Tehama County Special Education Local Plan Allocation Plan and Budget Categories

Document Location:

Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 Local Plan, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.

Governance Board Policy 1d: Governance and Administrative Structure SELPA Administrator describes the responsibility and role of the SELPA Administrator in relation to fiscal oversight and management: Preparing and submitting approved annual budget and service plans, assisting the executive committee to develop plans for the allocation of state and federal funds for special education, ensuring appropriate use of federal, state, and local funds allocated for special education, preparing program and fiscal reports required by the LEAs, SELPA, and California Department of Education.

Description:

Governance Board Policy 17 is the fiscal allocation and budget policy and guidance document for the SELPA. The SELPA Administrator assists the Executive Committee and Governance Council to develop plans for the allocation of state and federal funds for special education and ensures appropriate use of federal, state, and local funds allocated for special education. The TCDE shall serve as the AU for the SELPA and receives and distributes special education funds for the operation of special education programs and services, according to the locally approved Special Education Funding Allocation Plan.

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

Document Title:

Governance Board Policy 2: Regionalized Services and Program Specialists Assurances

Document Location:

Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 -Local Plan, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.

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Governance Board Policy 2 discusses the role and services of Program Specialists within the SELPA. Program specialists are employed through the AU and serve the SELPA under the direction of the SELPA Administrator. Program specialists shall be appropriately credentialed, have advanced training and related experiences in the education of students with disabilities and have specialized in-depth knowledge about special education and different disabilities. The role of the program specialist includes but is not limited to the following:

- Conduct observations, consult with, and assist special and general education staff, administrators, and parents regarding appropriate placement and services for students
- Participate in program development, primarily in the area of their expertise

Description:

- Coordinate curricular resources and take leadership in ensuring the use of appropriate instructional methods, strategies, interventions, and resources.
- Facilitate the development and implementation of staff development and parent education activities.
- Assist LEAs in completing program reviews, monitoring compliance, and resolving disputes regarding special education programs and services.
- Assist in assuring that students have full educational opportunities.
- Provide other services as needed.

Special Education Local Plan Area Services

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

Document Title:

SELPA Agreement 9 - Preschool Continuum of Services; Governance Board Policy 6 - Programs for Early Childhood Special Education Far Northern Regional Center Interagency Agreement; Shasta County Office of Education MOU

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Document Location:

Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 -Local Plan, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.

SELPA Agreement 9 describes the statutory responsibilities of the SELPA and LEAs within the SELPA to assure that preschool aged students with disabilities have access to special education services. further describes the referral, screening, assessment and services The county office of education provides the vast majority of services, on behalf of the SELPA, for preschool aged students with disabilities from identification, to evaluation, to service delivery. Program Operator districts provide speech and language services to students attending preschools in their district attendance areas.

Description:

Governance Board Policy 6 - summarizes how the SELPA provides intensive special education services to infants with low incidence disabilities birth through age two. The SELPA provides intensive special education services to infants with low incidence disabilities birth through age two through the contracts with Far Northern Regional Center and Shasta County Office of Education. Through its agreement with the Far Northern Regional Center, and the Shasta County Office of Education, the Tehama County SELPA coordinates the smooth transition of services for infants who are eligible for services upon turning age three.

An Inter-agency Agreement between Far Northern Regional Center and Tehama County SELPA is crafted and agreed upon yearly for infant services.

A Memorandum of Understanding (MOU) between Shasta County Office of Education (SCOE) and Tehama County Office of Education has been longstanding, for infant services, as Shasta County continues to receive state and federal funding on behalf of infants residing in Tehama County.

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

Document Title:

Governance Board Policy 15: Public Addressing the Governing Body Input - Governance Board; Governance Board Policy 3f- CAC

Document Location:

Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 -Local Plan, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.

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Governance Board Policy 15 describes how the method by which members of the public, including parents or guardians of students with disabilities, may address questions or concerns to the governing boards of each LEA, the SELPA Governance Council, the Executive Committee, and/or the CAC. Opportunities for public input will be included on all agendas of each committee. The SELPA Governance and Executive Committee meetings are held to the Brown Act Standard. The Tehama County SELPA Administrator and District Special Education Administrators are also available to meet with parents or members of the public who may have questions or concerns. Meetings can be arranged by contacting the SELPA office. The SELPA office can also coordinate meetings between the LEA and parents or the public.

Description:

Governance Board Policy 3f describes the CAC roles and responsibilities and their participation. The SELPA Office provides the SELPA Governance board packets and agenda to the CAC president, by request and provides updates at the CAC meetings. The SELPA Office posts all agendas outside the SELPA Office, Tehama County Department of Education (AU), and LEAs for specific mandated meetings and public Any member of the public can request the agenda and hearings. documents be sent to them.

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

Document Title:

Governance Board Policy 16 - SELPA Dispute Resolution Procedure

Document Location:

Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 -Local Plan, Governance Board Policies, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.

Governance Board Policy 16 is the policy and procedure the SELPA follows in the event of a disagreement among LEAs, LEAs and the Responsible Local Agency (RLA), LEAs and/or the RLA and the SELPA regarding the distribution of funding, responsibility for service provision and any other governance activities specified in the Local Plan, it is the intent of the SELPA Governing Board that issues be resolved at the lowest level possible. The SELPA Governing Board is the board of last resort. This process is intended to resolve disagreements within a period of 45 days, but is not intended to undermine local authority.

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If a local education agency disagrees with a decision or practice of another agency or the SELPA, that local education agency has a 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 assistance of the SELPA Administrator, or his/her designee, or the Chair of the SELPA Governing Board. If this process fails, the parties may pursue a hearing on the issues and resolution with SELPA Governing Board.

Description:

If either party disagrees with the recommendation of the SELPA Governing Board, and the dispute relates to the distribution of funding, the responsibility for service provision or other governance activities specified within the Local Plan, the party may submit the dispute to mediation. The parties will make a good faith effort to mutually agree to a mediator with expertise related to the dispute. If the parties cannot agree on a mediator, the SELPA Administrator will secure the services of a recognized mediator or from a professional mediation agency.

Any dispute unresolved in mediation, arising from a dispute that relates to the distribution of funding, the responsibility for service provision or other governance activities specified within the Local Plan shall be settled by arbitration. The arbitration decision shall be made by a panel of three, including one person selected by each party and a neutral chair of the panel agreed upon by the other two panel members. The mediator involved in the parties' mediation may serve as the panel chair.

Each party shall bear its own costs and expenses and an equal share of the mediator's and/or arbitrator's and administrative fees of arbitration. The power and jurisdiction of an arbitrator shall be limited to adjudicating the rights and responsibilities of the parties. The arbitrator shall not have the power to determine constitutional issues or issues outside the scope of Education Code section 56205(b) (5).

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:

SELPA Policy 33 Consideration of General Education Resources;

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Document Title:

SELPA Procedure Manual Section I & II: Referral and Evaluation

Document Location:

Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 -Local Plan, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.

SELPA Policy 33 indicates that it shall be the policy of the SELPA that students be referred for a special education evaluation only after the resources of the general education program have been considered and, where appropriate, utilized.

Description:

The SELPA Procedure Manual Sections I and II have multiple procedures outlining the best practices and requirements of utilizing interventions and general education resources prior to be referred for special education assessments and services. Each member LEA in the SELPA has their own Student Success/Study Teams (SSTs) that they undergo prior to referring a student to special education. Member LEAs continue to work on building a Response to Intervention/Multi Tiered System of Support to support LEA local needs.

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

Document Title:

SELPA Administrative Regulation: 35 Nonpublic School and Nonpublic Agency; Oversight of Nonpublic School Placements; SELPA Procedural Manual Section I: Special Education Referral, Evaluation and Program Continuum Options 6. Non Public School Placements

Document Location:

Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 -Local Plan, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.

SELPA Administrative Regulation 35 Nonpublic School and Nonpublic Agency; Oversight of Nonpublic School Placements outlines and delineates the NPS oversight the SELPA provides on behalf of member LEAs. The SELPA tracks all attendance, billing, and oversight mechanisms for NPS placements. Additionally, the agreement describes and defines the roles of the LEA and SELPA during the initial placement of a student in a NPS. The SELPA Agreement describes the responsibility of the SELPA under AB 1172 for oversight and monitoring of non-public schools where students are placed. SAR 35 has specific requirements that include conducting on-site visits to the contracted nonSELPA Tehama County SELPA

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Description:

public schools within the SELPA for the purpose of ensuring compliance and reporting findings, if necessary (according to criteria established by the California Department of Education); and ensuring that administrators of the non-public schools possess the required licenses or credentials to enable them to operate the facility.

SELPA Procedural Manual Section I: Special Education Referral, Evaluation and Program Continuum Options 6. Non Public School Placements outlines the process and procedure for LEAs in NPS placement and the roles of the SELPA and LEA in this process.

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

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

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

Document Title:

SELPA Policy 1: Free and Appropriate Public Education and SELPA Procedural Manual, Section III Other Legal Requirements and Special Education Procedures: 9. Students Incarcerated Juvenile Hall, County Jail, State & Federal Prison

Document Location:

Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.

SELPA Policy 1: Free and Appropriate Public Education indicates that it is the policy of the SELPA that a free appropriate public education is available to all children/students residing in the LEA between the ages of three through 21 inclusive, including students with disabilities who have been suspended or expelled from school. This includes adults who are aged 18 to 21 years, who have not graduated with a high school diploma,

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who, at the time they turned 18 were identified as an student with a disability and had an individualized education program (IEP) under the IDEA, are also entitled to a FAPE (hereinafter referred to as "eligible adults"). This applies to adults incarcerated in California adult jails and prisons. However, an individual aged 18 through 21 years, who, in the educational placement prior to his or her incarceration in an adult correctional facility was not identified as an student with a disability or did not have an IEP under the IDEA, is not entitled to a FAPE.

Section III Other Legal Requirements and Special Education Procedures -9 Students Incarcerated Juvenile Hall, County Jail, State & Federal Prison is a SELPA procedure that outlines the requirements of LEAs and the SELPA for incarcerated students, including adult students in county jail or state or federal prison. Eligible adults, Child Find, Enrollment and Intake procedures, and Service provision are detailed.

Description:

For eligible adults who prior to reaching the age of majority resided within the Tehama County SELPA geographic boundaries, the applicable local educational agency (LEA) within the SELPA shall ensure they have available to them a FAPE. Generally, the district of residence (DOR) responsible for providing special education and related services to students between the ages of 18 to 22 years, inclusive, shall be assigned, as follows: (a) For non-conserved students, the last district of residence in effect prior to the student attaining the age of majority shall become and remain as the responsible local educational agency, as long as and until the parent or parents relocate to a new district of residence. At that time, the new district of residence shall become the responsible local educational agency. (b) For conserved students, the district of residence of the conservator shall attach and remain the responsible local educational agency, as long as and until the conservator, relocates or a new one is appointed. At that time, the new district of residence shall attach and become the responsible local educational agency.

The SELPA Administrator provides resources and support to LEAs, students, and caregivers when a student with an IEP desires services while incarcerated.

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LOCAL PLAN Section D: Annual Budget Plan SPECIAL EDUCATION LOCAL PLAN AREA



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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.

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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	5,907,164	49.60%		
AB 602 Property Taxes	2,872,814	24.12%		
Federal IDEA Part B	2,173,064	18.25%		
Federal IDEA Part C	59,480	0.50%		
State Infant/Toddler	0	0.00%		
State Mental Health	757,597	6.36%		
Federal Mental Health	123,775	1.04%		
Other Projected Revenue	14,922	0.13%		
Total Projected Revenue:	11,908,815.8	100.00%		

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)

Alternate Dispute Resolution (Resource 3395) \$14,922

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	7,602,805	34.76%		
Object Code 2000—Classified Salaries	4,587,863	20.97%		
Object Code 3000—Employee Benefits	5,563,290	25.43%		
Object Code 4000—Supplies	428,949	1.96%		
Object Code 5000—Services and Operations	3,382,216	15.46%		
Object Code 6000—Capital Outlay	112,362	0.51%		
Object Code 7000—Other Outgo and Financing	195,550	0,89%		
Total Projected Expenditures:	21,873,036.25	100.00%		

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:

Transfers and Indirect Costs.	· ———

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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	9,537,575	43.60%	
Projected Federal Revenue	2,371,241	10.84%	
Local Contribution	9,964,220	45.55%	
Total Revenue from all Sources:	21,873,036.25	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
 - 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).

As there are recent reforms at the state level for funding distribution of AB 602 state funding, the Tehama County SELPA will distribute and allocate AB 602 funding per state law mandates. If the law allows for local control over funding distribution and allocation to member LEAs, the Tehama County SELPA will distribute the following methodology for AB 602 funds:

SELPA Services and SELPA Extraordinary Cost Fund (formerly known as Priorities) will be funded for 100% of their approved expenses, through the RS/PS and property tax add on funding revenue.

TCDE Regional Special Education Program Services will be funded for 86% of its approved expenditures. TCDE is considered an LEA in our funding allocation and expense model. State Entitlement Funds will be allocated to program operators using a two-step calculation as follows:

1. Allocate 80% of the designated revenue using a single rate per ADA based on the state's

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distribution methodology of the highest ADA over a three year period: current year, prior year, or prior prior year. This will be utilized at the closing of books in August each year. Updates through the year will use the following metrics: First Interim: P2 Prior Year, Highest of the Three years; Second Interim: P1 Current Year, highest of the three years; Closing Budget: P2 Current Year, highest of the three years.

2. Allocate 20% of the designated revenue using a single rate per prior year CALPADS Census Date pupil count.

Federal Local Assistance Grant funds will be allocated to District Program Operators using prior year CALPADS Census Date pupil count rather than a constant percentage.

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.

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TABLE 4

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

D-10. Regionalized Operations Budget

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

Accounting Categories and Codes	Amount	Percentage of Total	
Object Code 1000—Certificated Salaries	211,502	40.11%	
Object Code 2000—Classified Salaries	136,574	25.90%	
Object Code 3000—Employee Benefits	133,464	25.31%	
Object Code 4000—Supplies	17,548	3.33%	
Object Code 5000—Services and Operations	28,276	5.36%	
Object Code 6000—Capital Outlay	0	0.00%	
Object Code 7000—Other Outgo and Financing	0	0.00%	
Total Projected Operating Expenditures:	527,364	100.00%	

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.

	n/a
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Section D: Annual Budget Plan	
SELPA Tehama County SELPA	Fiscal Year 2023–24
TABLE 5	
Supplemental Aids and Services and Students w D-15)	vith Low Incidence Disabilities (D-12 to
The standardized account code structure (SACS), goal of 5–22." Students with a low incidence (LI) disability are cledet to have locally defined goals to separate low-incide to identify these costs locally.	lassified severely disabled. The LEA may
D-12. Defined Goals for Students with LI Disabilities	
Does the SELPA, including all LEAs participating in the Solow-incidence disabilities from other severe disabilities? YES NO	SELPA, use locally defined goals to separate
If "No," describe how the SELPA identifies expendit required by EC Section 56205(b)(1)(D)?	tures for low-incidence disabilities as
We utilize resource code 6502 to identify Low Incide and Regional Service Provider, Tehama County Deservice providers who are eligible to provide service Disabilities. The salary and benefits of those qualities, and materials, are the only expenditures Additionally, a process to establish eligible expendisupplies, has been long established. Providers must student's Individual Education Program (IEP) that the documented by the IEP team. The SELPA Administic every one of these requests to ensure the expendition it. Additionally, revenue used for staff salary and be Governance Board. The revenue is applied to the equitable manner, based on the percentage of student providers implementing service on the IEP. Student environment, many of which are within their district is the only provider employing LI service providers revenue source, which in turn decreases the expendit everall revenue allocation of other funding source.	epartment of Education (TCDE) employ all ces to students with qualified Low Incidence fied service providers, along with qualified sutilized with Low Incidence Revenue. itures, specifically related to materials and st provide evidence through each eligible that the student has a LI disability and need strator and SELPA Fiscal Analyst review ture is eligible to have LI revenue applied to enefits is reviewed by the SELPA salary and benefits of LI providers in an dents per LI disability type and the ints receive services in the least restrictive of special education accountability. TCDE and therefore the SELPA retains this uses of member LEAs, therefore increasing
D-13. Total Projected Expenditures for Supplemental Aids and for Students with LI Disabilities	and Services in the Regular Classroom
Enter the projected expenditures budgeted for Supplement Services (SAS) disabilities in the regular education classification of the services (SAS) disabilities in the regular education classification (SAS) disabilities in the regular education (SAS) disabilities in the regular education (SAS) disabilities (SAS) dis	ntal Aids and 0
D-14. Total Projected Expenditures for Students with LI Di	isabilities
2012 मिन्दिन Projected for studer	nts with LI Page D-7 of 7

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LOCAL PLAN Attachments SPECIAL EDUCATION LOCAL PLAN AREA



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Attachment I—Local Educational Agency Listing

Participating Local Educational Agency Identification

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 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 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

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
- 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: Tehama County SELPA

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AH Otenia	Previously Reported	Previously Reported	Previously Reported	Previously Reported	Previously Reported	Previously Reported	Previously Reported	Previously Reported	Previously Reported	Previously Reported	Previously Reported	Previously Reported
T.	mkinner@antelope schools.org	mlewin@cuesd.net	hfelcian@corningh s.org	aframpton@evergr eenusd.org	rdavis@flournoysc hool.org	imontoya@gerbers chool.org	mfarrer@kirkwood schoolca.org	jwalker@lassenvie w.org	jadame@lmusd.ne t	cvanripe@rbhsd.or g	sadkins@rbuesd.o rg	chaase@reedscre ek.org
Phone (xxx) xxx-xxxx		(530) 824-7700	(530) 824-8001	(530) 347-3411	(530) 833-5331	(530) 385-1041	(530) 824-7773	(530) 527-5162	(530) 384-7831	(530) 529-8706	(530) 527-7200	(530) 527-6006
Special Education Director Last Name	Kirner	Lewin	Felciano	Frampton	Davis	Montoya	Farrer	Walker	Adame	Van Riper	Adkins	Haase
Special Eduction Director First Name	Michelle	Mark	Heather	Aleta	Rachel	Jenny	Michelle	Gerald	Joey	Carl	Suzanne	Cindy
LEA Official Name (District, Charter, COE, JPA, and SELPA)	Antelope Elementary	Corning Union Elementary	Coming Union High School	Evergreen Union	Floumoy Union	Gerber Union Elementary	Kirkwood Elementary	Lassen View Elementary	Los Molinos Unified	Red Bluff Joint Union High	Red Bluff Union Elementary	Reeds Creek Elementary
Charter Code (if applicable)				and a second distinguish and a second se						·		
School Code xxxxxxx												
County District Code Code xx xxxxx	71472	71498	71506	71522	71530	71548	71555	71563	71571	71639	71621	71647
	52	52	25	52	52	52	52	52	52	52	52	52
Add or Delete Row List		2	8	4	τO	G		Φ	o	10	1	12

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Т.		(530) 824-3354 kreynolds@richfiel	9 5		(530) 527-8614 Vcoales@enamas	5.55
Special Special Education Education Director Director Last Name Last Name (xxx) xxx-xxxx	3000 300 (a-3	(530) 824-3354			(530) 527-8614	
Special Education Director		Reynolds			Coates	
Special Eduction Director First Name		Ē			Veronica	
LEA Official Name (District, Charter, COE, JPA, and SELPA)		Richfield Elementary		Tehama County Department of	Education	
Charter Code (if applicable)						
County District School Code Code Code xx xxxxx xxxxxxx						
District Code xxxx		/1654		10520	2201	
County Code xx	í	27		3	7	
List	,	ر ا		7	<u>-</u>	
Add or Delete Row List						

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Attachment II

SELPA: | Tehama County SELPA

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.

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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.)
- 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.) က်
- 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.) ശ്
- 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: | Tehama County SELPA

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.

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	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	Subtotal
Υ-	Antelope Elementary	352,335	0	0	107,487	0		0	0	459,822
2	Corning Union Elementary	809,436	0	0	266,340	0	0	0	0	1,075,776
ო	Corning Union High School	466,171	О	Q	168,365	0	0	0	0	634,536
4	Evergreen Union	456,071	0	0	127,463	0	0	0	0	583,534
ಬ	Flournoy Union	0	0	0	0	0	0	0	0	0
မ	Gerber Union Elementary	O	0	0	0	0	0	0	0	0
_	Kirkwood Elementary	0	0	0	0	0	0	0	0	0
8	Lassen View Elementary	0	0	0	0	0	0	0	0	0

Attachment II

SELPA: Tehama County SELPA

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	LEA Official Name (District, Charter, COE, List 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	Surbtotal
٥,	9 Los Molinos Unified	218,649	0	0	62,780	0	0	0	0	281,429
-	10 Red Bluff Joint Union High	691,458	0	0	239,706	0	0	0	0	931,164
7	1 Red Bluff Union Elementary	736,003	0	0	262,535	0	0	0	0	998,538
۲.4 	12 Reeds Creek Elementary	0	0	0	0	0	0	0	0	
€	3 Richfield Elementary	0	0	0	0	0	0	0	· C	
44	Tehama County Department of Education	2,177,041	2,872,814	59,480	938,388	0	757,597	123,775	14.922	6.944.017
	Totale	E 007 484	0.000							
		4,307,104	2,0/2,614	59,480	2,173,064	0	757,597	123,775	14,922	11,908,816
					•				į	

Attachment III

SELPA: Tehama County SELPA

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.

Fiscal Year: | 2023-24

LEA Official Name	.me	1000	2000	3000	4000	2000	9009	7000	
(District, Charter, COE, JPA, and SELPA)	ter, COE, ELPA)	Certificated Salaries	Classified Salaries	Employee Benefits	Supplies	Services and Operations	Capital Outlay	Other Outgo and Financing	Subtotal
Antelope Elementary		499,666	181,804	333,193	22,853	990'99	0	333,472	1,437,044
Corning Union Elementary	ıtary	1,370,159	520,747	853,343	24,457	76,791	0	667,615	3,513,112
Corning Union High School	hool	358,563	427,720	409,870	20,917	73,707	41,923	402,340	1,735,040
Evergreen Union		553,947	264,634	323,918	13,312	218,793	0	235,839	1,610,442
Flournoy Union				0	0	0	0	0	0
Gerber Union Elementary	ary	0	0	0	0	0	0	0	0
Kirkwood Elementary		٥	0	0	0	0	0	0	0
Lassen View Elementary	ury	O	0	0	0	0	0	0	0
Los Molinos Uniffed		458,573	157,597	284,531	6,121	114,547	0	269,818	1,291,186
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								Fisa	Fiscal Year: 2023-24	4.
	LEA Official Name	1000	2000	3000	4000	5000	9009	7000		
	(District, Charter, COE, JPA, and SELPA)	Certificated Salaries	Classified Salaries	Employee Benefits	Supplies	Services and Operations	Capital	Other Outgo	i di	
Red Bl	Red Bluff Joint Union High	987,080	426,406	623,426	29,103	99,407	0	681,459	2,846,881	
Red Bl	Red Bluff Union Elementary	1,480,382	776,503	1,157,951	42,869	9,468	0	491,420	3,958,593	
Reeds	Reeds Creek Elementary	0	0	0	0	0	0	0	0	
Richfie	Richfield Elementary	0	0	0	0	0	0	0	0	
Tehama C Education	Tehama County Department of Education	1,894,436	1,832,453	1,577,059	269,317	2,723,446	70,439	1,506,968	9,874,119	
	Totals:	7,602,805	4,587,863	5,563,290	428,949	3,382,216	112,362	4,588,931	26,266,417	
			•				•			

Attachment IV

SELPA: Tehama County SELPA

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

Fiscal Year: | 2023-24

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,

List 1 Antel 2 Corni	LEA Official Name		Percent of Total				Total Federal
	JPA, and SELPA)	Federal Revenue	Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	and State Funding
	Antelope Elementary	107,487	4.53%	352,335	3.69%	0	459,822
	Corning Union Elementary	266,340	11.23%	809,436	8.49%	0	1,075,776
3 Corni	Corning Union High School	168,365	7.10%	466,171	4.89%	0	634,536
4 Everg	Evergreen Union	127,463	5.38%	456,071	4.78%	0	583,534
5 Flour	Flournoy Union	O	0.00%	0	0.00%	0	0
6 Gerbe	Gerber Union Elementary	0	0.00%	0	%00.0	0	0
7 Kirkwo	Kirkwood Elementary	0	%00'0	0	0.00%	0	0
8 Lasse	Lassen View Elementary	О	0.00%	0	0.00%	0	0
9 Los Mo	Los Molinos Unified	62,780	2.65%	218,649	2.29%	0	281,429

Affachment IV

SELPA: Tehama County SELPA

Fiscal Year: 2023-24

Total Federal and State Funding 998,538 0 931,164 6,944,017 11,908,816 0 0 0 9,964,220 9,964,220 Local Revenue Percent of Total State Revenue 7.25% 7.72% 0.00% 0.00% 60.89% 100.00% 691,458 736,003 0 9,537,575 5,807,452 State Revenue Percent of Total 11.07% 10.11% 0.00% 0.00% 47.93% 100.00% Federal Revenue 239,706 262,535 0 0 1,136,565 2,371,241 Federal Revenue Totals: LEA Official Name (District, Charter, COE, JPA, and SELPA) Tehama County Department of Education Red Bluff Union Elementary Red Bluff Joint Union High Reeds Creek Elementary Richfield Elementary List 9 7 5 <u>~</u> 4

Attachment V

SELPA: | Tehama County SELPA

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

Fiscal Year: 2023-24

Enter the revenue allocated to each LEA for supplemental aids and services (SAS) for those students with disabilities placed in the regular dassroom 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
_	Antelope Elementary	0	0
7	Corning Union Elementary	0	0
က	Corning Union High School	0	0
4	Evergreen Union	0	0
വ	Flournay Union	0	0
ဖ	Gerber Union Elementary	0	0
~	Kirkwood Elementary	0	0
ω	Lassen View Elementary	0	0
റ	Los Molinos Unified	0	0

2023-24 CDE Local Plan Submission

Attachment V

SELPA: Tehama County SELPA

Fiscal Year. 2023-24

Attachment VI

SELPA: Tehama County SELPA

Fiscal Year: 2023–24

Attachment VII

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Fiscal Year: 2023-24

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
Antelope Elementary		Delete This Row							
Corning Union Elementary		Delete This Row							
Corning Union High School		Delete This Row							
Evergreen Union		Delete This Row							
Flournoy Union		Delete This Row						***************************************	
Gerber Union Elementary		Delete This Row							
Kirkwood Elementary		Delete This Row					water and speed for employee	***************************************	
Lassen View Elementary		Delete This Row							
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2023-24 CDE Local Plan Submission

Attachment VII-1 of 2

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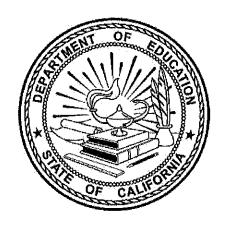
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SCLFA. Tenama County SELPA	.						Fiscal	Fiscal Year: 2023-24	-24
70 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Add or			T T T T T T T T T T T T T T T T T T T	Initiating	SELPA Governing			Agreed
LEA Name	Delete Row	LEA Status	Impacted SELPA Name	District, Charter, or School Name		Board Notification Date	COE Notification Date	CDE Notification	Effective
Los Molinos Unified		Delete This Row							l scal Teal
Ked Bluff Joint Union High	V-1-2-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-	Delete This Row			******************************	***************************************			
Ked Bluff Union Elementary		Delete This Row					***************************************	**************************************	
Reeds Creek Elementary		Delete This Row							
Richfield Elementary		Delete This Row				e e e e e e e e e e e e e e e e e e e			
Tehama County Department of Education		Delete This Row							
						 			

SELPA Tehama

Fiscal Year 2023–24

LOCAL PLAN

Section E: Annual Service Plan SPECIAL EDUCATION LOCAL PLAN AREA



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

Section I	E: Annual Service Plan		
OELDA.	T-1		
SELPA:	Tenama	Fiscal Year:	2023–24

Local Plan Section E: Annual Service Plan

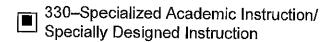
California Education Code (EC) sections 56205(b)(2) and (d); 56001; and 56195.9

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.



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

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

Section E: Annual Service Plan	
SELPA: Tehama	Fiscal Year: 2023–24
210–Family Training, Counseling, Home Visits (Ages 0-2 only)	Service is Not Currently Provided
Include an explanation as to why the service option is continuum of services available to students with disabi	lities.
Infant Services are provided through an interagency a Center and Shasta County Office of Education. This syears ago, with Shasta County Office of Education, who new infant grantees are allowed at this time, there any infant services, as we do not begin serving these	service provision was developed many nen infant grant funding was originated.
220-Medical (Ages 0-2 only)	■ Service is Not Currently Provided
Include an explanation as to why the service option is r continuum of services available to students with disabil	ities.
Infant Services are provided through an interagency at Center and Shasta County Office of Education. This services ago, with Shasta County Office of Education, when No new infant grantees are allowed at this time, therefore any infant services, as we do not begin serving these	ervice provision was developed many len infant grant funding was originated.
230–Nutrition (Ages 0-2 only)	Service is Not Currently Provided
Include an explanation as to why the service option is n continuum of services available to students with disabili	ot included as part of the SELPA's ties.
Infant Services are provided through an interagency ag Center and Shasta County Office of Education. This say years ago, with Shasta County Office of Education, who No new infant grantees are allowed at this time, therefore any infant services, as we do not begin serving these	ervice provision was developed many en infant grant funding was originated.
240–Service Coordination (Ages 0-2 only)	Service is Not Currently Provided
Include an explanation as to why the service option is no continuum of services available to students with disability	ot included as part of the SELPA's ties.
nfant Services are provided through an interagency agr Center and Shasta County Office of Education. This se years ago, with Shasta County Office of Education, who	ervice provision was developed many

Section E: Annual Service Plan			
SELPA: Tehama Fiscal Year: 2023–24			
☐ 250-Special Instruction (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.			
Infant Services are provided through an interagency agreement with the Far Northern Regional Center and Shasta County Office of Education. This service provision was developed many years ago, with Shasta County Office of Education, when infant grant funding was originated. No new infant grantees are allowed at this time, therefore, our SELPA are not able to provide any infant services, as we do not begin serving these children until their third birthday.			
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.			
Infant Services are provided through an interagency agreement with the Far Northern Regional Center and Shasta County Office of Education. This service provision was developed many years ago, with Shasta County Office of Education, when infant grant funding was originated. No new infant grantees are allowed at this time, therefore, our SELPA are not able to provide any infant services, as we do not begin serving these children until their third birthday.			
☐ 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.			
Infant Services are provided through an interagency agreement with the Far Northern Regional Center and Shasta County Office of Education. This service provision was developed many years ago, with Shasta County Office of Education, when infant grant funding was originated. No new infant grantees are allowed at this time, therefore, our SELPA are not able to provide any infant services, as we do not begin serving these children until their third birthday.			
340-Intensive Individual Instruction			
Provide a detailed description of the services to be provided under this code.			
Individualized Education Program (IEP) Team determination that the student requires additional support for all or part of the day to meet their IEP goals			

Section E. Annual Service Plan			
ELPA: Tehama Fiscal Year: 2023–24			
■ 350–Individual and Small Group Instruction			
Provide a detailed description of the services to be provided under this code.			
Instruction delivered one-to-one or in a small group as specified in an IEP enabling the student(s) to participate effectively in the total school program			
■ 415–Speech and Language			
Provide a detailed description of the services to be provided under this code.			
Services provide remedial intervention for eligible students 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. Services may be direct or indirect including the use of a speech consultant.			
■ 425–Adapted Physical Education Service is Not Currently Provided			
Provide a detailed description of the services to be provided under this code.			
Direct physical education services provided by an adapted physical education specialist to students who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports and rhythms, for strength development and fitness, suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program.			
435–Health and Nursing: Specialized Physical Health Care Service is Not Currently Provided			
Provide a detailed description of the services to be provided under this code.			
Health care services means those health services prescribed by the student's licensed physician and/or surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend			

Section E: Annual Service Plan	
SELPA: Tehama	Fiscal Year: 2023–24
school.	
■ 436–Health and Nursing: Other	Service is Not Currently Provided
Provide a detailed description of the service	es to be provided under this code.
individual pursuant to an IEP when a stude intervention beyond basic school health se problem, consulting with staff, group and ir and maintaining communication with agen not include any physician-supervised or sp	individuals with exceptional needs by a qualified ent has health problems which require nursing ervices. Services include managing the health addividual counseling, making appropriate referrals, cies and health care providers. These services do becialized health care service. IEP-required health blement the regular health services program.
445–Assistive Technology	Service is Not Currently Provided
Provide a detailed description of the service	es to be provided under this code.
computer technology, or specialized media for students. The term includes a functiona technology; selecting, designing, fitting, cur coordinating services with assistive techno	ort for the incorporation of assistive devices, adapted a with the educational programs to improve access a analysis of the student's needs for assistive stomizing, or repairing appropriate devices; logy devices; training or technical assistance for all individuals providing education or rehabilitation
■ 450–Occupational Therapy	Service is Not Currently Provided
Provide a detailed description of the service	es to be provided under this code.
abilities, sensory processing and organizat	cational performance, postural stability, self-help ion, environmental adaptation and use of assistive visual perception and integration, social and play
settings or the home; in a group or on an in techniques to develop abilities; adaptations consultation and collaboration with other sta	ovided within the classroom, other educational idividual basis; and may include therapeutic to the student's environment or curriculum; and aff and parents. Services are provided, pursuant to by a qualified occupational therapist registered ertification Board.

Section E	:: Annual Service Plan		
SELPA:	Tehama	Fiscal Year:	2023–24
	0–Physical Therapy e a detailed description of the services to be	Service is Not Curre	ntly Provided
These registe discrep include function the classification curricul	services are provided, pursuant to an Indivi- ered physical therapist, or physical therapist bancy between gross motor performance and es, but is not limited to, motor control and co- nal mobility, accessibility and use of assistival ssroom, other educational settings or in the ually. These services may include adaptatio lum, selected therapeutic techniques and ac- ntions with staff and parents.	dualized Education Program assistant, when assessment d other educational skills. Ph ordination, posture and bala re devices. Services may be home; and may occur in gro	shows a nysical therapy nce, self-help, provided within ups or
	D–Individual Counseling a detailed description of the services to be	provided under this code.	
on lear	one counseling, provided by a qualified ind naspects, such as educational, career, per ning problems or guidance programs for stument the regular guidance and counseling p	sonal; or be with parents or s dents. Individual counseling	staff mambara
	i–Counseling and Guidance	Service is Not Currer	itly Provided
Provide	a detailed description of the services to be	provided under this code.	
education guidance regular intraper individu building serve st	eling in a group setting, provided by a qualificating is typically social skills development, but onal, career, personal; or be with parents or see programs for students. IEP-required group guidance and counseling program. Guidant sonal or family interventions, performed in a sal pursuant to an IEP. Specific programs included a pursuant to an IEP. Specific programs included the services are seen and counseling program.	t may focus on aspects, suc staff members on learning p p counseling is expected to ce services include interpers an individual or group setting clude social skills development students supervised by staff	h as problems or supplement the onal, by a qualified ent, self-esteem
520	–Parent Counseling	Service is Not Curren	tly Provided

Section E: Annual Service Plan	
SELPA: Tehama	Fiscal Year: 2023–24
Provide a detailed description of the serv	rices to be provided under this code.
Individual or group counseling provided Education Program (IEP) to assist the parameter understanding and meeting their child's	by a qualified individual pursuant to an Individualized arent(s) and families of eligible students in better needs; may include parenting skills or other pertinent s expected to supplement the regular guidance and
■ 525–Social Worker	Service is Not Currently Provided
Provide a detailed description of the servi	ces to be provided under this code.
student with a disability; group and individual, with those problems in a student's living a the student's adjustment in school; and must the student to learn as effectively as possible.	ualized Education Program (IEP) by a qualified preparing a social or developmental history of a dual counseling with the student and family; working situation (home, school, and community) that affect mobilizing school and community resources to enable sible in their educational program. Social work regular guidance and counseling program
■ 530–Psychological	Service is Not Currently Provided
Provide a detailed description of the service	ces to be provided under this code.
behavior and conditions related to learning counseling and guidance services for studinclude consulting with other staff in plann	nclude interpreting assessment results to parents ng and interpreting information about student g; planning programs of individual and group dents, parents, and families. These services may ning school programs to meet unique needs and Psychological services required by the UED
■ 535–Behavior Intervention	Service is Not Currently Provided
Provide a detailed description of the service	es to be provided under this code.
A systematic implementation of procedure	s designed to promote lasting, positive changes in

Section E: Annual Service Plan
SELPA: Tehama Fiscal Year: 2023–24
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. Currently, this service has not been identified as a need for any student in the SELPA. If assessments and goals indicate this service to be a need for any student in the SELPA, the service will be provided by qualified personnel.
545–Residential Treatment
Provide a detailed description of the services to be provided under this code.
A 24-hour out-of-home placement that provides intensive therapeutic services to support the educational program.
610–Specialized Service for Low Incidence Disabilities Service is Not Currently Provided
Provide a detailed description of the services to be provided under this code.
Low incidence services are defined as those provided to the student population of orthopedically impaired (OI), visually impaired (VI), deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or the itinerant teacher/specialist. Consultation is provided to the teacher, staff and parents as needed. These services must be clearly written in the student's Individualized Education Program (IEP), including frequency and duration of the services to the student.
710–Specialized Deaf and Hard of Hearing Service is Not Currently Provided
Provide a detailed description of the services to be provided under this code.
These services include speech therapy, speech reading, auditory training and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel may also be included.
■ 715–Interpreter Service is Not Currently Provided

Section E: Annual Service Plan
SELPA: Tehama Fiscal Year: 2023–24
Provide a detailed description of the services to be provided under this code.
Sign language interpretation of spoken language to students whose communication is normally sign language, by a qualified sign language interpreter.
This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student.
■ 720–Audiological Service is Not Currently Provided
Provide a detailed description of the services to be provided under this code.
These services include measurements of acuity, monitoring amplification, and frequency modulation system use. Consultation services with teachers, parents or speech pathologists must be identified in the Individualized Education Program (IEP) as to reason, frequency and duration of contact; infrequent contact is considered assistance and would not be included
■ 725–Specialized Vision Service is Not Currently Provided
Provide a detailed description of the services to be provided under this code.
This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs, including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills (including alternative modes of reading and writing); social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students (such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff, and others) and collaboration with the student's classroom teacher.
■ 730–Orientation and Mobility Service is Not Currently Provided
Provide a detailed description of the services to be provided under this code.
Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an Individualized Education Program (IEP).

Section E: Annual Service Plan
SELPA: Tehama Fiscal Year: 2023–24
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 about the smaller of the transcriber about the smaller of the transcriber about the smaller of the transcriber about the smaller of the transcriber about the smaller of the transcriber about the smaller of the transcriber about the smaller of the transcriber about the smaller of the transcriber about the smaller of the transcriber about the smaller of the transcriber about the smaller of the transcriber about the smaller of the transcriber about the smaller of the transcriber about the smaller of the transcriber about the smaller of the transcriber about the smaller of the transcriber about the smaller of the transcriber about the smaller of the transcriber about the smaller of the transcriber about the smaller of the transcriber about the smaller of the transcriber about the smaller of the transcriber about the smaller of the transcriber about the smaller of the transcriber about the smaller of the transcriber about the smaller of the transcriber about the smaller of the transcriber about the smaller of the transcriber about the smaller of the transcriber about the smaller of the transcriber about the smaller of the transcriber about the smaller of the transcriber about the smaller of the transcriber about the smaller of the transcriber about the smaller of the transcriber about the smaller of the smaller of the transcriber about the smaller of the smaller of the smaller of the smaller of the smaller of the smaller of the smaller of the smaller of the smaller of the smaller of the smaller of the smaller of the smaller of the smaller of the smaller of the smaller of the smaller of the smaller of the smaller of the smaller of the smaller of the smaller of the smaller of the smaller of the smaller of the smaller of the smaller of the smaller of the smaller of the smaller of the smaller of the smaller of the smaller of the smaller of the smaller
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
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 has not been identified as a need for any student in the SELPA. If assessments and goals indicate this service to be a need for any student in the SELPA, the service will be provided by qualified personnel.
☐ 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.
This service has not been identified as a need for any student in the SELPA. If assessments and goals indicate this service to be a need for any student in the SELPA, the service will be provided by qualified personnel.
■ 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.

SELPA: Tehama	
SELPA: Tehama	Fiscal Year: 2023–24
760–Recreation Service, Including Therapeutic Recreation	Service is Not Currently Provided
Include an explanation as to why the service option is continuum of services available to students with disal	s not included as part of the SELPA's bilities.
This service has not been identified as a need for an and goals indicate this service to be a need for any sprovided by qualified personnel.	y student in the SELPA. If assessments student in the SELPA, the service will be
■ 820–College Awareness	Service is Not Currently Provided
Provide a detailed description of the services to be pr	ovided under this code.
The result of acts that promote and increase student opportunities, information and options that are availa planning, course prerequisites, admission eligibility a	learning about higher education
830–Vocational Assessment, Counseling, Guidance, and Career Assessment	Service is Not Currently Provided
Provide a detailed description of the services to be pro-	ovided under this code.
Organized educational programs that are directly relapaid or unpaid employment and may include provisio development and/or placement, and situational assess	ated to the preparation of individuals for
This includes career counseling to assist student in a interests in order to make realistic career decisions.	ssessing his/her aptitudes, abilities, and
■ 840–Career Awareness	Service is Not Currently Provided
Provide a detailed description of the services to be pro-	ovided under this code.
Transition services include self-advocacy, career plan need for coordination between this provision and the l disabilities in middle schools will be able to access vo	ining, and career guidance. There is a
■ 850–Work Experience Education	Service is Not Currently Provided

Section E: Annual Service Plan

Section E: Annual Service Plan						
SELPA: Tehama	Fiscal Year: 2023–24					
Provide a detailed description of the services to be pro						
Organized educational programs that are directly relational or unpaid employment, or for additional preparational baccalaureate or advanced degree.	ted to the preparation of individuals for on for a career requiring other than a					
■ 855–Job Coaching	Service is Not Currently Provided					
Provide a detailed description of the services to be pro-	vided under this code.					
A service that provides assistance and guidance to an difficulty with one or more aspects of the daily job task by a job coach who is highly successful, skilled, and trathe employee that is experiencing difficulty learns best improve job performance.	s and functions. The service is provided					
■ 860–Mentoring	Service is Not Currently Provided					
Provide a detailed description of the services to be provided under this code.						
A sustained coaching relationship between a student a involvement and offers support, guidance, encouragemencounters challenges with respect to a particular area Mentoring can be either formal as in planned, structure naturally through friendship, counseling and collegiality	nent, and assistance as the learner a such as acquisition of job skills.					
865–Agency Linkages (referral and placement)	Service is Not Currently Provided					
Provide a detailed description of the services to be prov	ided under this code.					
Service coordination and case management that facilitate ducation programs under this part and individualized for individualized service plans under multiple Federal and Rehabilitation Act of 1973 (vocational rehabilitation), Tit (Medicaid), and Title XVI of the Social Security Act (suppose the suppose that is a security Act (suppose the suppose that is a security Act (suppose the suppose that is a security Act (suppose the suppose that is a security Act (suppose the suppose that is a security Act (suppose the suppose that is a security Act (suppose the suppose that is a security Act (suppose the suppose that is a security Act (suppose the suppose that is a security Act (suppose the suppose that is a security Act (suppose the suppose that is a security Act (suppose the suppose that is a security Act (suppose the suppose that is a security Act (suppose the suppose that is a security Act (suppose the suppose that is a security Act (suppose the suppose that is a security Act (suppose the suppose that is a security Act (suppose the suppose the suppose that is a security Act (suppose the suppose the suppose that is a suppose the suppose that is a suppose the suppose that is a suppose the suppose that is a suppose that is a suppose the suppose that is a suppose that is a suppose that is a suppose that is a suppose that is a suppose that is a suppose that is a suppose that is a suppose that is a suppose that is a suppose that is a suppose that is a suppose that is a suppose that is a suppose that is a suppose that is a suppose that is a suppose that is a suppose that is a suppose that is a suppose that is a suppose that is a suppose that is a suppose that is a suppose that is a suppose that is a suppose that is a suppose that is a suppose that is a suppose that is a suppose that is a suppose that is a suppose that is a suppose that is a suppose that is a suppose that is a suppose that is a suppose that is a suppose that is a suppose that is a suppose that is a suppose that is a suppose that is a suppose that is a supp	amily service plans under part C with State programs, such as Title I of the					
■ 870–Travel and Mobility Training	Service is Not Currently Provided					

Section E: Annual Service Plan					
SELPA: Tehama Fiscal Year: 2023–24					
Provide a detailed description of the services to be provided under this code.					
Orientation and mobility services means services provided to students with visual impairments, blindness, or orthopedic impairments, 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 postsecondary agencies.					
■ 900–Other Related Service					
Pursuant to Title 5 of the <i>California Code of Regulations</i> (5 <i>CCR</i>) 3051.24, "other related services" not identified in sections 5 <i>CCR</i> 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"					
Specialized Academic Instruction (330) and Intensive Individual Services (340)					
Qualifications of the Provider Delivering "Other Related Service"					
The Tehama County SELPA uses Code 900 to describe when students receive intensive individual instruction related to their disability area in the home, hospital, other settings outside the school campus, or the school campus during non-school					

hours, including consultation with service providers, families and administrators.

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

Enter all spaces education Services provided by the SELPA's LEA membership and location (site) where they are provided. If code 50th sealored, faced soft seed a custoficial service in the defined in code Plan Seaton E. Annual Service Plan Lebanda, cardification, and provider qualifications for each inchingue service must be in accordance with taw (see the Local Plan Section E. Annual Service Plan Section E. Annual Service Plan service Plan Section E. Annual Service Plan submission to the California Department of Intuit be infludded with september Opportunity.

For each LEA school/site name identified in "Column A," place an "X" in the corresponding instructional and/or reli

3/15/2023 2023-24

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SELPA

Tehama

Fiscal Year | 2023–24

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



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

Section A: Contacts and Certifications					
SELPA Tehama	Fiscal Year	2023–24			
Contact Information and Certification Require	ements				
A1. Check the box or boxes that best represents the SEL California Department of Education (CDE):		on to the			
	onal Agency (LEA) SELP	A, or COE joined			
Local Plan Section B: Governance and Administra	tion				
Local Plan Section D: Annual Budget Plan					
■ Select if this Local Plan Section D submission v	was revised after June 30t	th 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 previously reported to the CDE due to change LEAs within the SELPA, then the SELPA mus Section E: Annual Service Plan, along with At 	education revenues and/es in services and program	or expenditures			
■ 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 progran CDE that affect the allocation of special educathe SELPA must also submit an amendment for Plan, along with Attachments II-V and VII. 	ation funds to LEAs within	the SELDA than			
Local Educational Agency Membership Changes					
A2. SELPA Identification					
Enter the 4-digit SELPA code issued by the CDE. SEL website located at http://www.cde.ca.gov/sp/se/as/cas	.PA codes can be found o elpas.asp.	n the CDE			
SELPA 5200					

Section A: Contacts and (Certifications					
SELPA Tehama			Fiscal	Year	2023–24	
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Enter address information. NOTE: SE Local Plan. However, it the contents and imple	:LPA administrator posi n such cases the new s	ition changes do SELPA administr	not require	amer	ndments to the	
SELPA Name	Tehama					
Street Address	900 Palm Street		Zip Code	9608	30	
City	Red Bluff		County	Teha	ama	
Mailing Address	900 Palm Street					
City	Red Bluff		Zip Code	9608	30	
Administrator First Name	Veronica Administrator Last Name Co				tes	
Administrator Title	Assistant Superintendent					
Administrator's Email	vcoates@tehamaschools.org					
Telephone	(530)527-8614 Extension					
A4. Administrative Entity (Responsible Local Agency or Person (as applicable) Contact Information						
Enter information for the cur administrative unit for a mul person for a single LEA SEI he implementation and/or fi	rent administrative enti tiple LEA SELPA or CC -PA. In either case, the	ity. This is the re DE joined SELPA administrative of	sponsible k	ocal a	gency or, an	
Administrative Entity Name	Tehama County Dep	artment of Educ	ation			
Street Address	1135 Lincoln Street		Zip Code	9608	0	
City	Red Bluff		County	Teha	ma	

Last Name

DuVarney

Richard

Superintendent of Schools

rduvarney@tehamaschools.org

Contact First Name

Contact Title

Email

Section A: Contacts and Cer	tifications			
SELPA Tehama			Fiscal Year	2023–24
Telephone	(530)528-7323 Ex	tension		
Special Education Local Plant	an Area Review Require	ements		
Community Advisory Commit	tee			
A5. Pursuant to California <i>Ed</i> (b)(7), the SELPA must in during the development a CAC throughout the development with this submission?	ivolve the Community Ad and review of each Local	visory Commit Plan section T	tee (CAC) at	regular intervals
Yes No				
A6. Pursuant to <i>EC</i> Section 50 Administration, Section D provided to the CAC for fi	: Annual Buddet Plan, an	d Section E∵ A⊦	nnual Sarvio	Dlan must be
The Local Plan was su	bmitted to the CAC on: $ig[$	Apr 17, 2023		
County Office of Education				
A7. Pursuant to <i>EC</i> sections 5 applicable) must approve submitted by a SELPA wit coordinating special educa	or disapprove any propos hin the county or countie ation services within a co	sed Local Plans. S. Enter the County, reviewing	, including ar DE or COEs i i, and approv	ny amendment responsible for, ring the Local Plan.
Select the "Add COE" butt next to the COE entry and	on to add additional COE the "Delete COE" to rem	s as needed. I ove entries as	Users my sel necessary.	ect the "checkbox"
COE responsible for appro	oving the Local Plan			
Tehama County Departm	ent of Education			
Local Plan section(s) was/	were provided to the COI	E(s) listed for a	pproval on	May 25, 2023
Add COE Delete C	OE			

Section A:	Contacts and Certifications			
SELPA T	ehama		Fiscal Year	2023–24
Public Hea	ring Requirements			
Local Plan S	Section D: Annual Budget P	lan and Section E	: Annual Service Plan s	
Public Hear Hearing for Annual Serv	ing notices must be posted the adoption of Local Plan S rice Plan at least 15 days be and made available to the C	at each school site Section D: Annual efore the hearing.	e informing the public of the Budget Plan, and/or Loca Evidence of the posting sl	J. Dlancon and J. He
A8. Local Pl	an Section D: Annual Budg	et Plan Public Hea	nring	
Most Recent	t School Site Posting Date	May 8, 2023		
SELPA Publ	ic Hearing Date	May 25, 2023		
A9. Local Pla	an Section E: Annual Servic	e Plan Public Hea	ring	
Most Recent	School Site Posting Date	May 8, 2023		
	ic Hearing Date	May 25, 2023		
Submitting 1	the Local Plan to the Calif	ornia Departmen	t of Education	
STEP 1: Con	tacts and Certifications			
oci uncaudi is	required when submitting ar and applicable attachment be included with each subm	s associated with t	an sections to the CDE fo the type of submission ide	er approval. entified in item A1
STEP 2: SEL	PA Governance Structure			
A10. For the purposes of special education, the governing board of a district/charter LEA must elect to participate in a SELPA. The SELPA's governance structure is defined by this election. The SELPA meets requirements and has elected the following governance structure for the Local Plan. Select one of the following three choices:				
 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).				

Section A: Contacts and Certifications				
SELPA Tehama			Fiscal Year	2023–24
Small and Sparse or Isolated: joined SELPAs as described a	This select	tion must EC sectio	meet requirem	ents for COE ugh 56212.
STEP 3: Prior Submissions				
A11. Enter the fiscal year of the previously subn	nitted Local	Plan sec	tion:	
Section B: Governance and Administration	2021-22			
Section D: Annual Budget Plan	2022-23			
Section E: Annual Service Plan	2023-24			

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
	Tehama County SELPA	Veronica Coates	Administrator-Spec. Ed.	All
-	Tehama County SELPA	Loreina Santana	Teacher-Spec. Ed.	All
	Tehama County SELPA	Mark Pfaff	Teacher-Gen. Ed.	All
_	Tehama County SELPA/ CAC	Aubrie Fulk	CAC	All
	Tehama County SELPA/ Parent of SWD/CAC	KC Allen	CAC	All
1	Tehama County SELPA/ General Ed Parent	Mandi Gozzo	Other	Multiple
-	Red Bluff Joint Union High School District	Todd Brose	Administrator-Gen. Ed.	All
-	Evergreen Union School District	Brad Mendenhall	Administrator-Gen. Ed.	All
J	Kirkwood Elementary School District	Michelle Farrer	Administrator-Gen. Ed.	All

Section A: Contacts and Certifications

SELPA	Tehama	Fiscal Year	2023–24

Add	Agency	First and Last Name	Title	Section
	Reeds Creek Elementary School District	Cindy Haase	Administrator-Gen. Ed.	All
_	Tehama County Department of Education	Richard DuVarney, Superintendent of Schools	Other	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 1
 - Certification 4: CAC (Required for all SELPA Local Plan Sections B, D, and E)
 - Certification 5: LEA (Required for all SELPA Local Plan Sections B, D, and E)

 Number Submitted 13

STEP 6: Electronic Signatures

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

STEP 7: Final Check

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

Section A: Contacts and Certifications				
SELPA Tehama	Fiscal Year	2023–24		
Certification 1 Local Plan Section B: Governance and Adminis	stration			
IMPORTANT: Certification 1 is required when the information Local Plan Section B: Governance and Administration.	tion being submitted to tl	ne CDE is related		
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 <i>United States Code (USC)</i> 1400 et seq., implementing regulations under; the Federal Rehabilitation Act of 1973, 29 <i>USC</i> , Chapter 16 as applicable; the Federal Americans with Disabilities Act of 1990, 42 <i>USC</i> , 12101 et seq.; <i>Code of Federal Regulations</i> , Title 34, Parts 300 and 303; <i>EC</i> Part 30; and the <i>California Code of Regulations</i> , Title 5, Chapter 3, Division 1.				
C1-1. I certify the SELPA governance and administrative s	tructure as a:			
Single LEA SELPA Multiple LEA SELPA	COE Joined SELI	PA		
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 m	nade available upon requ	lest to the CDE.		
C1-2. The SELPA collaborated with the CAC throughout th of all Local Plan sections included with this submissi	e development, amendr on?	nent, and review		
Yes No (If the answer is "NO," please incl	lude comments.)			
C1-3. The SELPA reviewed and considered comments prov Plan submission.	vided by the CAC regard	ling this Local		
■ Yes ☐ No (If the answer is "NO," please inclu	ıde comments.)			

Section A: Contacts and Certifications		
SELPA Tehama	Fiscal Year	2023–24
C1-4. Specific web address where the SELPA Local Plan, i	ncluding all sections, is	posted.
https://tehamacountyselpa.org/		
Richard DuVarney		May 25, 2023
Administrative Entity*		Date
Tood Brose		May 25, 2023
SELPA Governance Council or Responsible Individual		Date
Veronica Coates		May 25, 2023
SELPA Administrator		Date

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

Section A: Contacts and Certifications			
SELPA Tehama	Fiscal Year	2023–24	
Certification 2 Local Plan Section D: Annual Budget Plan and	d Section E: Annual	Service Plan	
IMPORTANT: Certification 2 is required when the inform to Local Plan Section D: Annual Budget Plan and/or Sec	ation being submitted to t tion E: Annual Service Pla	he CDE is related an.	
I certify the attached Local Plan Section Section D: Annu Service Plan was/were adopted at a SELPA public hearing and administration of special education programs specific identified in Attachment I will meet all applicable requirement and state policies and procedures, including compliance Education Act (IDEA), Title 20 of <i>United States Code</i> (USU under; the Federal Rehabilitation Act of 1973, 29 <i>USC</i> , CAmericans with Disabilities Act of 1990, 42 <i>USC</i> , 12101 et 34, Parts 300 and 303; <i>EC</i> Part 30; and the <i>California Col</i> Division 1.	ng(s) and is/are the basis ed herein. I further assure nents of state and federal with the /ndividuals with ESC) 1400 et seq., implement seq.; Code of Federal Fet seq.; Code of Federal F	for the operation the LEAs laws, regulations, Disabilities enting regulations the Federal Regulations. Title	
C2-1. I certify the SELPA governance and administrative	structure as a:		
Single LEA SELPA Multiple LEA SELPA	COE Joined SEL	PA	
For a multiple LEA SELPA or a COE joined SELPA			
I certify that joint powers agreements, or other contractual are entered into between the multiple LEA SELPA or the participating in the Local Plan. These agreements address 56195.1(b) and (c) for the provision of (1) a governance senecessary for implementation; (2) a system for determining members for educating students with disabilities; and (3)	COE joined SELPA and e is all requirements of the listructure and administrativen ing the responsibilities of p	entities EC Section re supports articipating LEA	
I certify additional written agreements have been develop multiple LEA SELPA or the COE joined SELPA and all er pursuant to <i>EC</i> Section 56195.7.	ed and are entered into b ntities participating in the l	etween the ₋ocal Plan	
All agreements are maintained by the SELPA and will be	made available upon requ	uest 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 in	clude comments.)		
C2-3. The SELPA reviewed and considered comments pr Plan submission.	ovided by the CAC regard	ding this Local	

Section A: Contacts and Certifications		
SELPA Tehama	Fiscal Year	2023–24
Yes No (If the answer is "NO," please include cor	nments.)	
C2-4. Specific web address where the SELPA Local Plan, including	g all sections, is	posted.
https://tehamacountyselpa.org/		
Richard DuVarney		May 25, 2023
Administrative Entity*	_	Date
Tood Brose		May 25, 2023
SELPA Governance Council or Responsible Individual		Date
Veronica Coates		May 25, 2023
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 E	Education Local Plan Area (SELPA) Local Plan C	ertification 3	
SELPA	Tehama County SELPA	Fiscal Year	2023–24
Certific	ation 3: County Office of Education		
Departm	FANT: Certification 3 is required when the informment of Education (CDE) is related to Local Plan SD: Annual Budget Plan, and/or Section E: Annual	Section B: Governance a	the California nd Administration,
county of all application with the I system of county, in alternative operated	ne attached Local Plan section(s) as submitted wifice of education (COE). I further assure the Local plan requirements of state and federal laws; policy and requirements of state and federal laws; policy and reducation act (IDEA); of all Local Plans (as applicable) to ensure all studied in alternative education procluding those enrolled in alternative education processes schools, charter schools, opportunity schools aby districts, community schools operated by the pappropriate special education programs and relegation	al Plan section(s) being soies and procedures inclu; and is/are included in a dents with disabilities resurgams, including, but not classes, community of COE, and juvenile court	submitted meet(s) uding compliance coordinated iding within the not limited to, day schools
Cert 3	3-1. All LEAs within the county have elected to pa	articipate in this SELPA L	ocal Plan.
	Yes No		
Cert 3	3-2. The SELPA Local Plan section(s) as specifie pursuant to <i>EC</i> Section 56140(b).	d herein was approved b	y the COE
	Yes No	,	
	If "Yes," the COE must enter comments and rec	commendations here:	
Cert 3	-3. Special Education Local Plan Area Governan	ice Structure	
The C	OE certifies the SELPA is a:		
	Single LEA SELPA: This selection includes does not include a COE); or	only one district LEA (th	is selection
	Multiple LEA SELPA: This selection include one or more additional district or charter LE selection does not include a COE); or	s one district or charter I A(s), or a combination th	EA together with ereof (this
	COE Joined SELPA: A district (or charter) L SELPA (this selection includes one or more	EA(s) joined with a COE	(s) to form a

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

Local Plan Submission

COEs).

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

SELPA

Tehama County SELPA

Fiscal Year | 2023–24

For a multiple LEA SELPA or a COE joined SELPA

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

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

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

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

Single-LEA SELPA

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

Multiple LEA SELPA or COE joined SELPA

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

	Yes	□ No
Cert 3-5	the coun	ty superintendent ensures the Local Plan, including amendments, is posted or web site, or includes a link to the Local Plan.
	■ Yes	□No

Special Education Local Plan Area (SELPA) Local Plan Certification 3 **SELPA** Tehama County SELPA Fiscal Year | 2023–24 Web address where the SELPA Local Plan, including all sections, is posted. https://tehamacountyselpa.org/ **Authorized Signature** Richard DuVarney May 25, 2023 **COE** Superintendent

Date

Special Education Local Plan Area (SELPA) Local Plan Certification	on 4						
SELPA Tehama	Fiscal Year	2023–24					
Certification 4: Community Advisory Committee							
Department of Education (CDE) is related to Local Plan Section Β	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 de amendment, and review of the Local Plan. The process involved a regarding policy and budget development. California <i>Education Co</i> 56205(a)(12)(E).	schedule of real	ular consultations					
Yes No (If the answer is "NO," please include comme	ents.)						
Cert 4-2. Community Advisory Committee Review Timeline							
The CAC had at least 30 days to conduct a review of the completed done prior to Local Plan being submitted to the COE and CDE.	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.)							
l 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							
Aubrie Fulk	May	F 2022					

Date

CAC Chairperson

Special Education Local Plan Area (SELPA) Local Plan Certification 5					
SELPA T	ehama County SELPA	Fiscal Year	2023–24		
Certificat	ion 5: Local Educational Agency				
county offic a charter LI	NT: Certification 5 is required when the inform to feducation (CDE) by each participating ago of education (COE) local educational agence of education (COE) local educational agence (EA) is related to Local Plan Section B: Govern local Plan, and/or Section E: Annual Service P	ency's superintendent (fo cy (LEA)), or by each chie cance and Administration	or a district and		
LEA [Enter	one LEA per certification]				
Cert 5-1. Sp	ecial Education Local Plan Area Governance	Structure			
federal laws administer the aducation sta	rtifies the SELPA Local Plan is the basis for the ograms. The LEA will meet all applicable requand regulations, and state policies and proceste local implementation of policies, procedure at and federal laws, rules, and regulations. The LEA is participating in a:	uirements of special educed under the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color of the color	cation state and yed, the LEA must		
Single does	ELEA SELPA: This selection includes only or not include a COE); or	e district LEA (this select	ion		
111016	le LEA SELPA: This selection includes one d additional district or charter LEA(s), or a com <u>e a COE</u>); or	istrict or charter LEA toge bination thereof (this sele	ether with one or ction <u>does not</u>		
COE select	Joined SELPA: A district (or charter) LEA(s) jo ion includes one or more district or charter LE	pined with a COE(s) to for EA(s) <i>AND</i> one or more C	rm a SELPA (this OEs).		
	Small and Sparse or Isolated: This selection or Joined SELPAs as described above, a	tion must meet requirement and EC sections 56211 th	ents for, Multiple nrough 56212.		
	For a multiple LEA SELPA or a COE joine	ed SELPA			
	I certify that joint powers agreements, or oth developed and are entered into between the SELPA and entities participating in the Loca requirements of the <i>EC</i> Section 56195.1(b)	e multiple LEA SELPA or Il Plan, These agreement	the COE joined		

governance structure and administrative supports necessary for implementation; (2) a

educating students with disabilities; and (3) the designation of an administrative entity.

system for determining the responsibilities of participating LEA members for

Special Education Local Plan Area (SELPA) Local Plan Certification 5							
SELPA	Tehama County SELPA	Fiscal Year	2023–24				
	I certify additional written agreements have between the multiple LEA SELPA or the Co participating in the Local Plan pursuant to	OE ioined SELPA and all	entered into entities				
	All agreements are maintained by the SEL request to the CDE.	PA and will be made ava	ilab l e upon				
Cert 5-2.	Local Educational Agency Local Plan Web Posti	ing					
and Sect	superintendent (for a district or COE LEA) or chint Local Plan, Section B: Governance and Admirion E: Annual Service Plan, including updates or ents, is posted on the LEA web site, is on file at e	nistration, Section D: Ann	ual Budget Plan,				
Web :	address where the SELPA Local Plan, including a	all sections, is posted.					
Cert 5-3.	Submission Certification Requirements for LEAs						
Certificati (charter L	on 5 must be signed by the LEA superintendent (EAs).	district LEAs) or chief ad	ministrator				
CALII	district and charter LEAs must sign a Certification nual amendment (due June 30) for Sections D: A vices Plan.	n 5 if the Local Plan subn nnual Budget Plan, or Se	nission is for an ection E: Annual				
060	ne submission is an amendment to Local Plan Se ction E: Annual Service Plan submitted during fise ected LEAs are required to submit Certification 5	cal vear 2022_23_thop o	Plan and/or nly the newly				
3. If th	ne submission is an amendment to Local Plan Se n all SELPA member LEAs must submit a newly	ction B: Governance and	l Administration,				
Authoriz	zed Signature						
LEA S	Superintendent/Chief Administrator	Date					

LEA Certification will occur pending each LEA Board Approval

Local Plan Submission

RESOLUTION #2324-1 THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1.	The monies received from the Education Protection Account shall be spent
as required by	y Article XIII, Section 36 and the spending determinations on how the
money will be	spent shall be made in open session of a public meeting of the governing
board of Flour	noy Union Elementary School District.

2.	In	compliance	with	Article	XIII,	Section	36(e),	with	the	California
Constitution,	the	governing bo	ard of	the Flor	arnoy 1	Union Ele	ementai	y Sch	ool I	District has
determined to	spe	nd the monie	s recei	ived fron	n the E	ducation	Protect	ion A	ct as	attached

PASSED AND ADOPTED by the Board of Trustees on June 21, 2023, by the following vote:

AYES:		
NOES:		
ABSENT:		
ABSTAIN:		
DATED:	June 21,2023	
	•	Board President
		Cuparintandant
		Superintendent

Expenditures for 2023-24 For Fund 01, Resource 1400 Education Protection Account

FLOURNOY ELEMENTARY SCHOOL DISTRICT

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR (ESTI	MATED AMOUNT)	
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	148,804.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		148,804.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		· · · · · · · · · · · · · · · · · · ·
Instruction	1000-1999	81,523.00
Instruction-Related Services		· · · · · · · · · · · · · · · · · · ·
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	67,281.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING (148,804.00
BALANCE (Total Available minus Total Expenditures	and Other Financing Uses)	0.00

Note to user: Entire EPA amount will be spent on teacher salaries and benefits.