LOCAL PLAN

Section B: Governance and Administration SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

January 2020

B. Governance and Administration

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

Participating Local Educational Agencies

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

Special Education Local Plan Area—Local Plan Requirements

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

The El Dorado Charter SELPA is composed of local educational agency charters (LEAs) located inside and outside the geographic boundaries of El Dorado County. The El Dorado Charter SELPA has designated the El Dorado County Office of Education as the Responsible Local Agency/Administrative Unit (RLA/AU) and the County Superintendent of Schools as the Superintendent of the RLA/AU. It is the intent of the El Dorado Charter SELPA to provide options for charter schools in terms of SELPA membership. While it is always preferable for a charter school to participate with their geographic SELPA, the Charter SELPA has been developed to allow for a viable alternative for SELPA membership within the State of California.

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:

Upon entry into the Charter SELPA, the governing board for each LEA charter shall approve the Agreement for Participation and the Local Plan for Special Education. The Charter SELPA Local Plan is approved by the SELPA governing board (CEO Council) with review from the County Superintendent of Schools for El Dorado County.

Amendments to the Local Plan to revise LEA membership shall be approved through the process as identified in Charter SELPA policies.

The CEO Council will hold the required public hearings and approve the Annual Service Plan and the Annual Budget Plan.

As described within the Local Plan and adopted policies of the Charter SELPA, the Boards of Education delegates the ongoing policy-making process, the Allocation Plan process, and administrative procedures for carrying out that responsibility to the governance structure of the Charter SELPA.

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

The Charter SELPA CEO Council membership consists of the CEO or designee of each charter LEA member. Each charter LEA member has one vote. Organization partners that operate more than one charter school, may have a single representative for all schools operated, but such representative shall have a number of votes equal to the number of charter LEAs represented.

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

A majority of the LEAs present at a regularly scheduled and posted CEO Council meeting shall constitute a quorum.

The Charter SELPA CEO Council will meet regularly with the El Dorado County Superintendent of Schools and/or designee to direct and supervise the implementation of the Local Plan. The Council has exclusive authority to make and take all reasonable and appropriate steps to implement all decisions which may have a material effect on any and/or all Charter SELPA policies, practices, operations, organization, services, functions, and any other purpose related to the purpose for which the Charter SELPA is established. A minimum of two meetings per year will be held.

The Charter SELPA CEO Council is responsible to approve Charter SELPA policies and administrative regulations.

The Charter SELPA CEO Council is responsible to approve the Allocation Plan, which is the framework for distribution of funds within the Charter SELPA.

Material changes to the Local Plan, other than for membership changes, shall be approved by the Charter SELPA CEO Council and reviewed by the El Dorado County Superintendent of Schools.

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

The El Dorado Charter SELPA has designated the El Dorado County Office of Education as the Responsible Local Agency/Administrative Unit (RLA/AU) and the County Superintendent of Schools as the Superintendent of the RLA/AU. The Charter SELPA administrative unit coordinates and implements the local plan under the supervision of the County Superintendent

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of Sc	chools.		

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

Per CEO Council Policy 22, any charter school may apply to the Charter SELPA to become an LEA member of the SELPA. The Charter SELPA will establish an annual timeline for submission of applications. Once granted membership, the charter LEA will participate in the governance of the SELPA in the same manner as all other charter LEA members in the SELPA. The timeline for submission may be amended by the Charter SELPA RLA/AU Superintendent/designee for unique circumstances, including State Board of Education charter approvals. The applicant, not an expansion of an existing member, will be deemed a member of the SELPA upon approval of the Charter SELPA Selection Committee. The applicant charter LEA board must also take action to approve membership. The Charter SELPA Selection Committee will inform the CEO Council members of their decision. Applications for additional schools of a current Charter SELPA member, shall be approved by the Charter SELPA RLA/AU Designee, pursuant to AR 22, and are not required to be reviewed by the Charter SELPA Selection Committee. Because they are current members, the Charter SELPA RLA/AU Designee has significant documentation available to assess the new charter LEA capacity. The applicant member, an expansion of an existing member, will be deemed a member of the SELPA after approval by the Charter SELPA RLA/AU Designee. The applicant member charter LEA board must also take action to approve membership.

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:

The Community Advisory Committee shall be composed of parents of individuals with exceptional needs, enrolled in public or private schools, parents of other pupils enrolled in school, pupils and adults with disabilities, regular education teachers, special education teachers and other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs. Terms of CAC participation are outlined in the CAC bylaws.

Because of the geographic diversity within the El Dorado Charter SELPA, meetings may take place through teleconference. For purposes of this section, "teleconference" means a meeting where the members are in different locations, connected by electronic means, through either audio, video, or both.

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

The purpose of the Community Advisory Committee shall be to act in support of individuals with exceptional needs by representing broad interests in the community and promoting maximum interaction of parents and community members with the the LEA charter schools in accordance with the Education Code and the El Dorado Charter Local Plan. Per the CAC bylaws, the Community Advisory Committee may be composed of parents of individuals with exceptional needs, enrolled in public or private schools, parents of other pupils enrolled in school, pupils and adults with disabilities, regular education teachers, special education teachers and other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs pursuant to EC Section 56193. Through the regularly scheduled CAC meetings, the SELPA will ensure that the development, amendment, and review of the Local Plan pursuant to EC sections 56205(a)(12)(E) and 56194. The CAC will be given at least 30 days to conduct a review. The SELPA shall review and consider comments from the CAC pursuant to EC section 56205(b)(7).

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

The El Dorado Charter SELPA has designated the El Dorado County Office of Education as the Responsible Local Agency/Administrative Unit (RLA/AU) and the County Superintendent of Schools as the Superintendent of the RLA/AU. The Superintendent oversees the SELPA administrative staff in the receipt and distribution of funds, provision of administrative support, and the coordination and implementation of the SELPA Allocation and Local Plans.

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:

As members of the El Dorado Charter Special Education Local Plan Area (SELPA), each charter (as identified by the CDS (County, District, School) code issued by the State Board of Education) is considered an LEA (Local Education Agency) for purposes of special education. Each charter school, as their own LEA for special education accountability is responsible for the students within their jurisdiction including any and all contractual agreements. There are no additional contractual agreements that supersede education code.

- 10. For multi-LEA local plans, specify:
 - a. The responsibilities of each participating COE and LEA governing board in the policymaking process:

The Charter SELPA CEO Council membership consists of the CEO or designee of each charter LEA member. Each charter LEA member has one vote. Organization partners that operate more than one charter school may have a single representative for all schools operated, but such representative shall have a number of votes equal to the number of charter LEAs represented.

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

A majority of the LEAs present at a regularly scheduled and posted CEO Council meeting shall constitute a quorum.

The Charter SELPA CEO Council will meet regularly with the El Dorado County Superintendent of Schools and/or designee to direct and supervise the implementation of the Local Plan. The Council has exclusive authority to make and take all reasonable and appropriate steps to implement all decisions which may have a material effect on any and/or all Charter SELPA policies, practices, operations, organization, services, functions, and any other purpose related to the purpose for which the Charter SELPA is established. A minimum of two meetings per year will be held.

The Charter SELPA CEO Council is responsible for approving Charter SELPA policies and administrative regulations.

The Charter SELPA CEO Council is responsible for approving the Allocation Plan, which is the framework for distribution of funds within the Charter SELPA.

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

The El Dorado Charter SELPA has designated the El Dorado County Office of Education as the Responsible Local Agency/Administrative Unit (RLA/AU) and the County Superintendent of Schools as the Superintendent of the RLA/AU. The Charter SELPA administrative unit coordinates and implements the local plan under the supervision of the County Superintendent of Schools. Each LEA CEO representative is responsible per the SELPA Participation Agreement for the review and implementation of the local plan.

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

Upon entry into the Charter SELPA, the governing board for each LEA charter shall approve the Agreement for Participation and the Local Plan for Special Education. The Charter SELPA Local Plan is approved by the CEO Council and reviewed by the El Dorado County Superintendent of Schools. Each Charter LEA and the COE as the RLA/AU is responsible for the coordination of the administration of the local plan. Adopted policies of the Charter SELPA, the LEAs Boards of Education delegates the ongoing policy-making process, the Allocation Plan process, and administrative procedures for carrying out that responsibility to the governance structure of the Charter SELPA.

- 11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:
 - a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan:

The El Dorado County Office of Education Superintendent of Schools, as the RLA/AU, is responsible for the hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the RLA/AU.

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

Funds received by the El Dorado Charter SELPA from Part B of the IDEA shall be expended in accordance with the applicable provisions of the IDEA and shall be used to supplement, and not to supplant State, local and other Federal funds.

State and federal funds received by the RLA/AU and El Dorado Charter SELPA are allocated and distributed among the local educational agencies in the SELPA, according to the El Dorado Charter SELPA adopted Allocation Plan.

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

The Charter LEA shall ensure that the individualized education program team for any student with a disability includes the following members:

- 1. One or both of the student's parents/guardians, and/or a representative selected by the parent/guardian.
- 2. If the student is or may be participating in the regular education program, at least one regular education teacher. If more than one regular education teacher is providing instructional services to the student, the Charter LEA may designate one such teacher to represent the others.

- 3. At least one special education teacher or, where appropriate, at least one special education provider working with the student
- 4. A representative of the Charter LEA who is:
- a. Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities.
- b. Knowledgeable about the general education curriculum.
- c. Knowledgeable about the availability of Charter LEA and/or special education local plan area (SELPA) resources.
- d. Has the authority to commit Charter LEA resources and ensure that whatever services are set out in the IEP will be provided.
- 5. An individual who can interpret the instructional implications of assessment results This individual may already be a member of the team as described in items 2-4 above or in item 6 below.

Note: Pursuant to Education Code 56341 and 34 CFR 300.321, the determination as to whether an individual identified in item 6 below has "knowledge or special expertise" must be made by the party (either the Charter LEA or parent) who invited the individual to the IEP team meeting.

- 6. At the discretion of the parent/guardian or Charter LEA, other individuals who have knowledge or special expertise regarding the student, including related services personnel, as appropriate (The determination of whether the individual has knowledge or special expertise regarding the student shall be made by the party who invites the individual to be a member of the IEP team. (Ed. Code § 56341)
- 7. Whenever appropriate, the student with a disability
- 8. For transition service participants:
- a. The student, of any age, with a disability if the purpose of the meeting is the consideration of the student's postsecondary goals and the transition services needed to assist the student in reaching those goals. If the student does not attend the IEP team meeting, the Charter LEA shall take other steps to ensure that the student's preferences and interests are considered.
- b. To the extent appropriate, and with the consent of the parent/guardian, a representative of any other agency that is likely to be responsible for providing or paying for transition services.
- c. If a representative of a local agency has been invited but does not attend the meeting, the Charter LEA shall take steps to obtain participation of the agency in the planning of any transition services. (Ed. Code § 56341)
- 9. For students suspected of having a specific learning disability at least one individual who is qualified to conduct individual diagnostic examinations of the student, such as a school psychologist, speech language pathologist, or remedial reading teacher. In addition, at least one team member other than the student's regular education teacher shall observe the student's academic performance in the regular classroom setting. If the student is younger than five years or not enrolled in school, a team member shall observe the child in an environment appropriate for a child of that age. 34 CFR §§ 300.308, 300.542; Ed Code § 56341);
- 10. For students who have been placed in a group home by the juvenile court, a representative of the group home
- 11. If a student with a disability is identified as potentially requiring mental health services, the Charter LEA may request the participation of the county mental health program in the IEP team

meeting. (Ed. Code § 56331)

(20 USC § 1414(d)(1); 34 CFR § 300.321; Ed. Code §§ 56341, 56341.2, 56341.5)

Excusal of Team Member

A member of the IEP team shall not be required to attend an IEP team meeting, in whole or in part, if the parent/guardian consents and the Charter LEA agrees, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. If the meeting involves a discussion of the member's area of the curriculum or related service, the IEP team member may be excused from the meeting if the parent/guardian consents in writing to the excusal and the member submits to the parent/guardian and team written input into the development of the IEP prior to the meeting. (20 USC § 1414(d)(1)(C); 34 CFR § 300.321; Ed. Code 56341) Parent/Guardian Participation and Other Rights

The Charter CEO or designee shall take steps to ensure that one or both of the parents/ guardians of the student with a disability are present at each IEP team meeting or are afforded the opportunity to participate. These steps shall include, at minimum, notifying the parents/ guardians of the meeting early enough to ensure that they will have the opportunity to attend and scheduling the meeting at a mutually agreed upon time and place. (34 CFR § 300.322; Ed. Code 56341.5)

The Charter CEO or designee shall send parents/guardians a notice of the IEP team meeting that:

- 1. Indicate the purpose, time, and location of the meeting
- 2. Indicate who will be in attendance at the meeting
- 3. For students beginning at age 16 (or younger than 16 if deemed appropriate by the IEP team):
- a. Indicate that the purpose of the meeting will be the consideration of postsecondary goals and transition services for the student as required by 20 USC, section1414(d)(1)(A)(i)(VIII), 34 CFR, section 300.320(b), and Education Code, section 56345.1
- b. Indicate that the Charter LEA will invite the student to the IEP team meeting
- c. Identify any other agency that will be invited to send a representative

At each IEP team meeting convened by the Charter LEA, the Charter LEA administrator or specialist on the team shall provide the parent/guardian and student of the federal and state procedural safeguards (Ed. Code § 56321, 56500.1)

Before any IEP meeting, the parent/guardian shall have the right and opportunity to request to examine all of his/her child's school records. Upon receipt of an oral or written request, the Charter LEA shall provide complete copies of the records within five business days. (Ed. Code§ 56043)

If neither parent/guardian can attend the meeting, the Charter CEO or designee shall use other methods to ensure parent/guardian participation, including video conferences or individual or conference telephone calls. (20 USC 1414(f); 34 CFR 300.322; Education Code 56341.5) An IEP team meeting may be conducted without a parent/guardian in attendance if the Charter LEA is unable to convince the parent/guardian that he/she should attend. In such a case, the Charter LEA shall maintain a record of its attempts to arrange a mutually agreed upon time and place for the meeting, including, but not limited to: (34 CFR § 300.322; Ed. Code § 56341.5) 1. Detailed records of telephone calls made or attempted and the results of those calls

- 2. Copies of correspondence sent to the parent/guardian and any responses received
- 3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits. Parents/guardians and the Charter LEA shall have the right to audiotape the proceedings of IEP team meetings, provided members of the IEP team are notified of this intent at least 24 hours before the meeting. If the Charter LEA gives notice of intent to audiotape a meeting and the parent/guardian objects or refuses to attend because the meeting would be audiotaped, the meeting shall not be audiotaped. Audiotape recordings made by a LEA, SELPA, or county office are subject to the federal Family Educational Rights and Privacy Act (20 USC § 1232g).

Parents/guardians have the right to:

- 1. Inspect and review the audiotapes
- 2. Request that the audiotapes be amended if the parents/guardians believe they contain information that is inaccurate, misleading, or in violation of the student's privacy rights or other rights
- 3. Challenge, in a hearing, information that the parents/guardians believe is inaccurate, misleading, or in violation of the student's privacy rights or other rights (Education Code 56341.1)

The Charter LEA shall take any action necessary to ensure that the parents/guardians understand the proceedings of the meeting, including arranging for an interpreter for parents/guardians with deafness or whose native language is not English. (34 CFR 300.322; Education Code 56345.1)

The Charter LEA shall provide the parents/guardians of a student with disabilities a copy of his/her child's IEP at no cost. (34 CFR 300.322).

The Charter LEA shall adhere to all Federal (IDEA) and State (Education Code) laws regarding the provision of special education programs and services for students that qualify for special education per the IEP process outlined above.

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

The El Dorado County Office of Education is the Responsible Local Agency/Administrative Unit (RLA/AU) for the Charter SELPA. Pursuant to the provisions of Education Code Section 56030 et seq., the RLA/AU shall receive and distribute regionalized service funds, provide administrative support and coordinate the implementation of the El Dorado Charter Local Plan for Special Education and the CEO Council approved Allocation Plan. The RLA/AU shall perform such services and functions required to accomplish the goals set forth in the plans, including development of the Annual Service and Budget Plans.

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

Specialized equipment and services is provided at the school site associated with the Charter LEA, where the Individualized Education Program (IEP) team has determined is the most appropriate free and appropriate public education in the least restrictive environment.

Policies, Procedures, and Programs

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

1. Free Appropriate Public	c Education: 20 <i>USC</i> Section 1412(a)(1)
Policy/Procedure Number:	CEO Policy 1
Document Title:	Comprehensive Local Plan for Special Education
Document Location:	https://charterselpa.org/governance/

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

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

2.1 un Eudoutional Opportunity. 20 000 0001011 1412(a)(2)		
Policy/Procedure Number:	CEO Administrative Regulation 1	
Document Title:	Comprehensive Local Plan for Special Education	
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Document Location:	https://charterselpa.org/governance/	

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Policy/Procedure Number: | CEO Policy 2

SELDA EL Dorado Charter SELDA

3. Child	Find: 20 <i>USC</i> So	ection 1412(a)(3)		
	es O No			
orograms		is LEA that all children with dis programs, and services availat s stated:		
			-	
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Document Title: Identification and Evaluation of Individuals for Special Education

Document Location: https://charterselpa.org/governance/

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

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

The Governing Board of each member LEA recognizes the need to actively seek out and evaluate school age Charter LEA residents who have disabilities, in order to provide them with appropriate educational opportunities in accordance with state and federal law.

Charter schools are currently authorized to serve school-aged students (grades K-12). If at any time the authorization changes, the charter schools would follow all state and federal laws regarding children from age 0-2 and Child Find. Charter schools will assist families and make appropriate referrals for any students they find who would be outside the age or area of responsibility of the Charter schools.

The Charter Chief Executive Officer or designee shall follow SELPA procedures to determine when an individual is eligible for special education services and shall implement the SELPA procedures for special education program identification, screening, referral, assessment, planning, implementation, review, and triennial assessment. (Education Code 56301) The Charter LEAs' process shall prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.

In addition to identifying students with disabilities residing in their district, each districts "Child Find" identification system shall identify highly mobile children with disabilities, such as migrant

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and homeless children. (20 USC § 1412(a)(3).)	
4. Individualized Education Program (IEP) and Individu	ualized Family Service Plan (IFSP):

20 USC Section 1412(a)(4)

Policy/Procedure Number:	CEO Policy 3 and CEO Administrative Regulation 3
Document Title:	Individualized Education Program

Document Location: https://charterselpa.org/governance/

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

No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

The Governing Board of each participating LEA shall provide educational alternatives that afford students with disabilities full educational opportunities. Students with disabilities shall receive a FAPE in the least restrictive environment as required by law.

The Charter Chief Executive Officer or designee shall implement the SELPA Procedural Guide. The Procedural Guide outlines the composition of the IEP team, and sets forth procedures regarding the development, review, and revision of the IEP.

The specifics of the IEP process are set out in CEO Administrative Regulation 3

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

Policy/Procedure Number: CEO Administrative Regulation 1 **Document Title:** Comprehensive Local Plan for Special Education Document Location: https://charterselpa.org/governance/

"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

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services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated:			
6. Procedural Safeguards	s: 20 <i>USC</i> Section 1412(a)(6)		
Policy/Procedure Number:	CEO Policy 4		
Document Title:	Procedural Safeguards		
Document Location:	https://charterselpa.org/governance/		
"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:			
If "NO," provide a brief d	escription of the SELPA's policy related to the provision of law:		
In order to protect the rights of students with disabilities, the Charter LEA shall follow all procedural safeguards as required by law. Parents/guardians shall receive written notice of their rights in accordance with law, Board policy, and administrative regulation. Note: Education Code 56195.8 authorizes the policy to include provisions for involving Charter LEA Board members in any due process hearing procedure activities.			
7. Evaluation: 20 <i>USC</i> Se	ction 1412(a)(7)		
Policy/Procedure Number:	CEO Administrative Regulation 3		
Document Title:	Individualized Education Program		
Document Location:	https://charterselpa.org/governance/		
	s LEA that a reassessment of a child with a disability shall be conducted at rs or more frequently, if appropriate." The policy is adopted by the SELPA		
If "NO," provide a brief d	escription of the SELPA's policy related to the provision of law:		
The Charter CEO or de	The Charter CEO or designee shall ensure that the IEP team:		

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the student are being achieved and the appropriateness of placement

1. Reviews the IEP periodically, but at least annually, to determine whether the annual goals for

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- 2. Revises the IEP, as appropriate, to address:
- a. Any lack of expected progress toward the annual goals and in the general curriculum, where appropriate
- b. The results of any reassessment conducted pursuant to Education Code 56381
- c. Information about the student provided to or by the parents/guardians regarding review of evaluation data (34 CFR 305(a)(2) and Education Code 56381(b).)
- d. The student's anticipated needs
- e. Any other relevant matters

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

Policy/Procedure Number:	CEO Policy 5
Document Title:	Confidentiality of Student Records
Document Location:	https://charterselpa.org/governance/

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

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

The Charter LEA Governing Board recognizes the importance of keeping accurate, comprehensive student records as required by law. Procedures for maintaining the confidentiality of student records shall be consistent with state and federal law. The Charter CEO or designee shall establish regulations governing the identification, description and security of student records, as well as timely access for authorized persons. These regulations shall ensure parental rights to review, inspect and copy student records. In addition, the regulations will ensure and shall protect the privacy rights of student and the student's family.

The Charter CEO or designee shall designate a certificated employee to serve as custodian of records for student records at the Charter LEA level. At each school, the principal or a certificated designee shall act as custodian of records for students enrolled at that school. The custodian of records shall be responsible for implementing Board policy and administrative regulation regarding student records. (5 CCR § 431)

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

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SELPA El Dorado Charte	er SELPA	Fiscal Year	2020-21
Policy/Procedure Number:	CEO Policy 6		
Document Title:	Part C - Transition		
Document Location:	https://charterselpa.org/governance/		
Individuals with Disabilities programs, experience a sm consistent with 20 <i>USC</i> Second birthday."The policy is adop	LEA that children participating Education Act (IDEA), Part C, ooth and effective transition to ction 1437(a)(9). The transition ted by the SELPA as stated:	and who will participate preschool programs in a	in preschool a manner
Yes No	escription of the SELPA's policy	related to the provision o	flow
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Policy/Procedure Number:	CEO Policy 7		
Document Title:	Students with Disabilities En	rolled by their Parents in	Private School
Document Location:	https://charterselpa.org/gove	rnance/	
parents in private schools sl LEA coordinated procedures purpose of providing specia	LEA to assure that children with nall receive appropriate specials. The proportionate amount of leducation services to childrenats." The policy is adopted by the	l education and related se f federal funds will be allo n with disabilities voluntari	ervices pursuant to cated for the
• Yes No			
11. Local Compliance Ass	surances: 20 <i>USC</i> Section 14	412(a)(11)	
Policy/Procedure Number:	CEO Policy 8		
Document Title:	Compliance Assurances		
Document Location:	https://charterselpa.org/gove	rnance/	

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Section B: Governance and Administration

SELPA El Dorado Charte	er SELPA	Fiscal Year	2020-21
ZI		1 10041 1 041	
(district/county) and is the k and that the agency(ies) he laws and-regulations, include	LEA that the local plan shall be pasis for the operation and admin erein represented will meet all ap ding compliance with the IDEA; the and the provisions of the Califor	nistration of special edu oplicable requirements the Federal Rehabilitati	ucation programs, of state and federa on Act of 1973,
12. Interagency: 20 USC S	Section 1412(a)(12)		
	CEO Policy 29 and CEO Admir	nistrative Regulation 29)
Document Title:	Interagency		
Document Location:	https://charterselpa.org/govern	ance/	
coordination are in effect to		ee appropriate public ed	ducation are
Policy/Procedure Number:	CEO Policy 9 and CEO Admini	istrative Regulation 9	
Document Title:	Governance		
Document Location:	https://charterselpa.org/govern	ance/	
and any necessary administ LEA is not eligible for assist	LEA to support and comply with trative support to implement the lance under this part will not be maportunity for a hearing through tated:	ocal plan. A final detern nade without first affordi	nination that aning that LEA with
If "NO," provide a brief de	escription of the SELPA's policy re	elated to the provision o	f law:
	PA member shall comply with the ny necessary administrative sup		

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Section B: Governance and	nd Administration	
SELPA El Dorado Charte	er SELPA Fiscal Year 2020-2	1
The local plan shall be	implemented according to CEO Administrative Regulation 9.	
14. Personnel Qualification	ns	
Policy/Procedure Number:	CEO Policy 10	
Document Title:	Personnel Qualifications	
Document Location:	https://charterselpa.org/governance/	
are appropriately and adequ knowledge and skills to serv of action on behalf of an indi qualified or to prevent a pare	LEA to ensure that personnel providing special education related uately prepared and trained, and that those personnel have the cove children with disabilities. This policy shall not be construed to craividual student for the failure of a particular LEA staff person to be rent from filing a State complaint with the California Department of ions." The policy is adopted by the SELPA as stated:	ntent reate a right highly
15. Performance Goals and	d Indicators: 20 USC Section 1412(a)(15)	
Policy/Procedure Number:	CEO Policy 11	
Document Title:	Performance Goals and Indicators	
Document Location:	https://charterselpa.org/governance/	
	s LEA to comply with the requirements of the performance goals e CDE and provide data as required by the CDE." The policy is	

the SELPA as stated:

Yes ○ No

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

Policy/Procedure Number: CEO Policy 12

Document Title: Participation in Assessments

Document Location: https://charterselpa.org/governance/

"It shall be the policy of this LEA that all students with disabilities shall participate in state and districtwide 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

Section B: Governance and Administration			
SELPA El Dorado Charter SELPA Fiscal Year 2020-21			
stated:			
17. Supplementation of Sta	ate, Local, and Federal Funds: 20 <i>USC</i> Section 1412(a)(17)		
Policy/Procedure Number:	CEO Policy 13		
Document Title:	Supplementation of State, Local and Other Federal Funds		
Document Location:	https://charterselpa.org/governance/		
will be expended in accorda	LEA to provide assurances that funds received from Part B of the IDEA ance with the applicable provisions of the IDEA, and will be used to plant state, local, and other federal funds." The policy is adopted by the		
18. Maintenance of Effort:	20 <i>USC</i> Section 1412(a)(18)		
Policy/Procedure Number:	CEO Policy 14 and Administrative Regulation 14		
Document Title:	Federal Maintenance of Effort Requirement		
Document Location:	https://charterselpa.org/governance/		
and/or combined level of loa	LEA that federal funds will not be used to reduce the level of local funds cal and state funds expended for the education of children with disabilities al laws and regulations." The policy is adopted by the SELPA as stated:		
19. Public Participation: 20	USC Section 1412(a)(19)		
Policy/Procedure Number:	CEO Policy 15		
Policy/Procedure Title:	Public Participation		
Document Location:	https://charterselpa.org/governance/		

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

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SELPA El Dorado Charter SELPA Fiscal Year 2020-21			
comply with Part B of the IDI	EA." The policy is adopted by the SELPA as stated:		
20. Suspension and Expuls	sion: 20 <i>USC</i> Section 1412(a)(22)		
Policy/Procedure Number:	CEO Policy 16		
Document Title:	Suspension/Expulsion		
Document Location:	https://charterselpa.org/governance/		
"The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised." The policy is adopted by the SELPA as stated: Yes No 			
21. Access to Instructional	Materials: 20 <i>USC</i> Section 1412(a)(23)		
Policy/Procedure Number:	CEO Policy 17		
Document Title:	Access to Instructional Materials		
Document Location:	https://charterselpa.org/governance/		
"It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated: Yes No			
22. Over-identification and	Disproportionality: 20 USC Section 1412(a)(24)		
Policy/Procedure Number:	CEO Policy 18		
Document Title:	Overidentification and Disproportionality		
Document Location:	https://charterselpa.org/governance/		

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

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

Policy/Procedure Number: CEO Policy 19

Document Title: Prohibition on Mandatory Medicine

Document Location: https://charterselpa.org/governance/

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

\odot	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 direct instructional support provided by program specialists; and the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the reference number, document title, and the location (e.g., SELPA office) for each function:

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

Reference Number: CEO Policy 1 and Administrative Regulation 1

Document Title: Comprehensive Local Plan for Special Education

Document Location: https://charterselpa.org/governance/

As members of the El Dorado County Charter Special Education Local Plan Area (SELPA), (hereinafter referred to as Charter SELPA), each charter (as identified by the CDS (County, District, School) code issued by the State Board of Education) is considered an LEA (Local Education Agency) for purposes of special education.

The Charter SELPA further recognizes its' members as single charter partners or organization partners. Single Charter Partner is defined as an entity with one charter CDS code. An Organization Partner is an entity with multiple charters (CDS codes) as members of the Charter

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SELPA. An entity is defined as an organization with one governing board or one CEO (Chief Executive Officer) position. The title of CEO may differ by organization, but the intent is that final decision making in the organization is vested in one leadership position.

As members of the Charter SELPA, each Charter SELPA LEA (Local Education Agency) desires to provide a free and appropriate public education (FAPE) to all school aged K-12 individuals with disabilities, who are enrolled in the charter, including children who have been suspended or expelled or placed by the charter LEA in a nonpublic school or agency services. The SELPA will provide technical support to any Charter LEAs identified as the DOR for students age 18 to 21 who are incarcerated in a county jail and remaining eligible for special education to assist in meeting their obligation. The SELPA may facilitate collaboration with the county jails as requested.

Students shall be referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized. (Education Code 56303)

In order to meet the needs of individuals with disabilities and employ staff with adequate expertise for this purpose, the charter LEA participates as a member of the Special Education Local Plan Area (SELPA).

Description:

The Charter SELPA Local Plan is approved by the Charter CEO Council and reviewed by the El Dorado County Superintendent of Schools. Amendments to the Local Plan to revise LEA membership (additions) shall be approved by the Charter SELPA Selection Committee. Prior to Selection Committee approval, new LEA members shall be approved through the selection process as identified in Policy 22 and AR 22. Termination of membership shall be approved through the termination process as identified in Policy 26 or Policy 27. All membership changes shall be communicated with the Charter SELPA CEO Council at the next regularly scheduled meeting.

The Charter CEO Council will hold the required public hearings and approve the Annual Service Plan and the Annual Budget Plan. Notice of the public hearings shall be posted as required by law.

Upon entry into the Charter SELPA, the Governing Board for each LEA charter shall approve the Charter SELPA Local Plan and the Agreement for Participation.

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Material changes to the Local Plan, other than for membership changes, shall be approved by the Charter SELPA CEO Council and reviewed by the El Dorado County Superintendent of Schools.

The Charter Chief Executive Officer or designee of the charter LEA shall extend the charter LEA's full cooperation to the SELPA. The policies and procedures of the Charter SELPA shall be applied as policies and regulations to all participating charter LEAs.

Charter SELPA policies and administrative regulations are approved by the Charter SELPA CEO Council.

The Charter SELPA shall administer a local plan and administer the allocation of funds. (Education Code 56195). The Charter SELPA CEO Council shall approve all allocation plan decisions that impact the allocation of funds.

2. Coordinated system of identification and assessment:

Reference Number:

CEO Administrative Regulation 2 and Procedural Guide

Document Title:

Identification and Evaluation of Individuals for Special Education

Document Location:

https://charterselpa.org/governance/

http://charterselpa.org/program-support/procedural-guide/

A student shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and used where appropriate. (Education Code 56303) The Charter LEAs shall not determine that a student is eligible for special education if the dominant factor for finding eligibility is lack of appropriate instruction in reading, lack of instruction in mathematics, or limited English Proficiency (20 U.S.C. § 1414(b)(5); Ed. Code, § 56329, subd. (a)(2).) All referrals for special education and related services from school staff shall include a brief reason for the referral and description of the regular program resources that were considered and/ or modified for use with the student, and their effect. (5 CCR § 3021.) Within 15 days of a referral for initial assessment the LEA shall provide student's parent/guardian with a notice of parental rights and a written proposed assessment plan. The 15-day period does not include days between the student's regular school session or term, or days of school vacation in excess of five school days from the date of receipt of the referral. The proposed assessment plan shall meet all of the following requirements: (Education Code 56321) 1. Be in a language easily

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understood by the general public 2. Be provided in the native language of the parent/guardian or other mode of communication used by the parent/guardian unless it is clearly not feasible 3. Explain the types of assessment to be conducted 4. State that no individualized education program (IEP) will result from the assessment without parent/guardian consent Upon receiving the proposed assessment plan, the parent/ guardian shall have at least 15 days to decide whether or not to consent to the initial assessment. The assessment may begin as soon as informed parental consent is received by the respective Charter LEAs. The Charter LEAs shall not interpret parent/guardian consent for initial assessment as consent for initial placement or initial provision of special education services. (Education Code 56321; 34 CFR 300.505) However, an individualized education program required as a result of an assessment of a pupil shall be developed within 30 days after the commencement of the subsequent regular school year as determined by each Charter LEA's school calendar for each pupil for whom a referral has been made 30 days or less prior to the end of the regular school year. In the case of pupil school vacations, the 60-day time shall recommence on the date that pupil schooldays reconvene. A meeting to develop an initial individualized education program for the pupil shall be conducted within 30 days of a determination that the pupil needs special education and related services pursuant to paragraph (2) of subsection (b) of Section 300.343 of Title 34 of the Code of Federal Regulations. (Education Code 56344) If a parent/guardian refuses to consent to the initial evaluation or failed to respond to the request to provide consent, the Charter LEAs may pursue an evaluation by utilizing the mediation and due process procedures found at 20 USC § 1415 and in accordance with Education Code, sections 56501, subd. (a) (3), and 56506, subd. (e). See BP/AR 6159.1 - Procedural Safeguards and Complaints for Special Education) In the event that authorized parent does not consent to an initial evaluation the Charter LEAs shall not considered in violation of the requirement to provide FAPE. In addition, the Charter LEAs is not required to convene an IEP team meeting or to develop an IEP for that child. (20 USC § 1414(a)(1).) Informed parental consent means that the parent/guardian: 1. Has been fully informed of all information relevant to the activity for which consent is sought, in his/ her native language or other mode of communication 2. Understands and agrees, in writing, to the assessment 3. Understands that the granting of consent is voluntary on his/her part and may be revoked at any time (34 CFR § 300.500) If the student is a ward of the state and is not residing with his/her parents/guardians, the Charter LEAs shall make reasonable efforts to obtain informed consent from the parent/ guardian as defined in 20 USC, section 1401 for an initial evaluation to determine whether the student is a student with a disability. (20 USC §

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Description:

1414(a)(1)) The Charter LEAs shall not be required to obtain informed consent from the parent/guardian of a student for an initial evaluation to determine whether the student is a student with a disability if any of the following situations exists 1. Despite reasonable efforts to do so, the Charter LEAs cannot discover the whereabouts of the parent/guardian of the student. 2. The rights of the parent/guardian of the student have been terminated in accordance with California law. 3. The rights of the parent/guardian to make educational decisions have been subrogated by a judge in accordance with California law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the student. (Education Code 56301; 20 USC 1414(a)(1)) As part of the assessment plan, the parent/guardian shall receive written notice that: 1. Upon completion of the administration of tests and other assessment materials, an IEP team meeting that includes the parent/ guardian or his/her representative shall be scheduled pursuant to Education Code, section 56341. At this meeting, the team shall determine whether or not the student is a student with disabilities as defined in Education Code, section 56026 and shall discuss the assessment, the educational recommendations, and the reasons for these recommendations. A copy of the assessment report and the documentation of determination of eligibility shall be given to the parent/ guardian. 2. If the parent/guardian disagrees with an assessment obtained by the Charter LEAs, the parent/guardian has the right to obtain, at public expense, an independent educational assessment of the student from qualified specialists, in accordance with 34 CFR §300.502. If the Charter LEAs observed the student in conducting its assessment, or if its assessment procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to the independent educational assessment. This equivalent opportunity shall apply to the student's current placement and setting as well as observation of the Charter LEA's proposed placement and setting, regardless of whether the independent educational assessment is initiated before or after the filing of a due process hearing proceeding. 3. The Charter LEAs may initiate a due process hearing pursuant to Education Code 56500- 56508 to show that its assessment is appropriate. If the final decision resulting from the due process hearing is that the assessment is appropriate, the parent/guardian maintains the right for an independent educational assessment but not at public expense. If the parent/guardian obtains an independent educational assessment at private expense, the results of the assessment shall be considered by the Charter LEAs with respect to the provision of a free appropriate public education to the student, and may be presented as evidence at a due process hearing regarding the student. If the Charter LEAs observed the student in conducting its assessment, or if its

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assessment procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to an independent educational assessment of the student in the student's current educational placement and setting, if any, proposed by the Charter LEAs, regardless of whether the independent educational assessment is initiated before or after the filing of a due process hearing. 4. If a parent/guardian proposes a publicly financed placement of the student in a nonpublic school, the Charter LEAs shall have an opportunity to observe the proposed placement and, if the student has already been unilaterally placed in the nonpublic school by the parent/ guardian, the student in the proposed placement. Any such observation shall only be of the student who is the subject of the observation and may not include the observation or assessment of any other student in the proposed placement unless that student's parent/guardian consents to the observation or assessment. The results of any observation or assessment of another student in violation of Education Code, section 56329(d) shall be inadmissible in any due process or judicial proceeding regarding the free appropriate public education of that other student. (Education Code 56329; 34 CFR 300.502) An IEP required as a result of an assessment shall be developed within a total time not to exceed 60 days from the date of the receipt of the parent/guardian's consent for assessment, unless the parent/guardian agrees to an extension in writing. The 60-day period does not include any days between the student's regular school sessions/terms, or days of school vacation in excess of five school days. (Ed Code § 56043) However, when a referral is made within 30 days of the end of the regular school year, an IEP required as a result of an assessment shall be developed within 30 days after the commencement of the subsequent regular school year as determined by each district's school calendar. In the case of school vacations, the 60-day time shall recommence on the date that school reconvenes. (Ed. Code § 56344 (a).) A meeting to develop an initial IEP for the pupil shall be conducted within 30 days of a determination that the pupil needs special education and related services. (Ed. Code §§ 56043(f)(2); 56344 (a).) Before entering kindergarten or first grade, children with disabilities who are in a preschool program shall be reassessed to determine if they still need special education and services. The IEP teams shall identify a means of monitoring the continued success of children who are determined to be eligible for less intensive special education programs to ensure that gains made are not lost by a rapid removal of individualized programs and supports for these individuals. (Ed. Code § 56445)

3. Coordinated system of procedural safeguards:

Reference Number: CEO Administrative Regulation 4 and Procedural Guide

Document Title: Procedural Safeguards and Complaints for Special Education

Document Location: https://charterselpa.org/governance/ http://charterselpa.org/program-support/procedural-guide/

> Under California law, due process hearings pursuant to the IDEA (20) USC 1400-et seq) are held only at the state level. Related rights and procedures for due process are set forth in Education Code §§ 56501et. Seq. and 5 CCR §§ 3080 et. seq. When California law provides greater protections to students and parents, it supersedes federal law. Due process hearing rights extend to the student only if he/she is an emancipated student or a ward or dependent of the court with no available parent or surrogate parent. (Ed. Code § 56501; see AR 6159.3 - Appointment of Surrogate Parent for Special Education Students.) Informal ADR Process/Pre-Hearing Mediation Conference Before requesting a due process hearing, the Charter Chief Executive Officer or designee of the Charter LEA and a parent/guardian may agree to meet informally to resolve any dispute relating to the identification, assessment or education and placement of a student with disabilities. The Charter Chief Executive Officer or designee shall have the authority to resolve the dispute through an informal alternative dispute resolution ("ADR") process. (Ed. Code § 56502) In addition, either party may file a request with the Superintendent of Public Instruction for a Pre- Hearing Mediation Conference (commonly referred to as "mediation only") to be conducted by a person designated by the California Department of Education. Based on the Pre-Hearing Mediation Conference, the Charter Chief Executive Officer or designee may resolve the issue(s) in any manner that is consistent with state and federal law, and is to the satisfaction of both parties. (Education Code 56500.3) Attorneys may not attend the Informal ADR session or the Prehearing Mediation Conference. Attorneys may attend, or otherwise participate in, only those mediation conferences that are scheduled pursuant to a request for a due process hearing. (Ed. Code §§ 56500.3, 56501) If the parties do not resolve their dispute through Informal ADR and/or a Pre-Hearing Mediation Conference, either party may file a request for a due process hearing. Due Process Complaint Notice and Hearing Procedures Due process hearing procedures may be initiated by a parent/guardian, the Charter LEA, and/or a student who is emancipated or a ward or dependent of the court, under the following circumstances. 1. There is a

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proposal to initiate or change the identification, assessment or educational placement of the student or the provision of a free, appropriate public education to the student 2. There is a refusal to initiate or change the identification, assessment or educational placement of the student or the provision of a free, appropriate public education to the student 3. The parent/guardian refuses to consent to an assessment of his/her child; and/ or 4. There is a disagreement between a parent/guardian and the Charter LEA regarding the availability of a program appropriate for the student, including the question of financial responsibility. (20 USC § 1415(b); Education Code 56501) Prior to initiating a due process hearing, the party requesting the hearing, or the party's attorney, must provide the opposing party a confidential due process complaint notice, specifying: 1. The student's name 2. The student's address or, in the case of a student identified as homeless pursuant to the McKinney-Vento Homeless Assistance Act (42 USC 11434a(2)), any available contact information for that student 3. The name of the school the student attends 4. A description of the nature of the student's problem relating to the proposed or refused initiation or change, including facts relating to the problem 5. A proposed resolution to the problem to the extent known and available to the complaining party at the time (20 USC § 1415(b); 34 CFR § 300.508 (b).) Resolution Session When a parent seeks to initiate a request for due process, before their request is filed, they must provide the Charter LEA with the opportunity to resolve the matter by convening a resolution session, which is a meeting between the parents and the relevant members of the IEP team who have specific knowledge of the facts identified in the due process hearing request. (20 USC § 1415[f][1][B]; 34 CFR § 300.510) The Charter LEA has fifteen (15) days from the date it received the parents' due process hearing request to convene the resolution session. The sessions shall include a representative of the LEALEA who has decision-making authority and not include an attorney of the school LEA unless the parent is accompanied by an attorney. The parent of the child may discuss the due process hearing issue and the facts that form the basis of the due process hearing request. The resolution session is not required if the parent and the Charter LEA agree in writing to waive the meeting. If the Charter LEA has not resolved the due process hearing issue within thirty (30) days, the due process hearing may occur. If a resolution is reached, the parties shall execute a legally binding agreement. (20 USC § 1415[f][1][B]; 34 CFR § 300.51) A due process complaint must be filed within two years of the date that the parent/guardian or Charter LEA knew or should have known about the situation that forms the basis of the complaint.Response to the Due Process Hearing Request If the Charter LEA has not sent a prior written notice to the parent/guardian regarding

Description:

the subject matter contained in the parent/guardian's due process complaint notice, the Charter LEA shall send a response to the parent/ guardian within 10 days of receipt of the complaint specifying: 1. An explanation of why the Charter LEA proposed or refused to take the action raised in the complaint 2. A description of other options that the individualized education program (IEP) team considered and the reasons that those options were rejected 3. A description of each evaluation procedure, assessment, record, or report the Charter LEA used as the basis for the proposed or refused action 4. A description of the factors that are relevant to the Charter LEA's proposal or refusal (20 USC 1415(c)(1)) If the Charter LEA sent prior written notice to the parent/guardian regarding the subject matter of the parent/guardian's due process complaint, the Charter LEA may, within 10 days of receipt, send a response specifically addressing the issues in the complaint. (20 USC § 1415(c)(1)) Parties requesting a due process hearing shall file their request with the Superintendent of Public Instruction or designated contracted agency and give a copy of the request, at the same time, to the other party. (Ed. Code § 56502) Prior Written Notice The Charter Chief Executive Officer or designee shall send to parents/guardians of any student with a disability a prior written notice within a reasonable time before: 1. The Charter LEA initially refers the student for assessment 2. The Charter LEA proposes to initiate or change the student's identification, evaluation, educational placement or the provision of a free, appropriate public education 3. The Charter LEA refuses to initiate or change the identification, evaluation or educational placement of the student or the provision of a free and appropriate public education 4. The student graduates from high school with a regular diploma (Ed. Code §§ 56500.4, 56500.5; 20 USC § 1415(c); 34 CFR § 300.503) The prior written notice shall include: 1. A description of the action proposed or refused by the Charter LEA 2. An explanation as to why the Charter LEA proposes or refuses to take the action 3. A description of any other options that the IEP team considered and why those options were rejected 4. A description of each evaluation procedure, test, record or report the Charter LEA used as a basis for the proposed or refused action 5. A description of any other factors relevant to the Charter LEA's proposal or refusal 6. A statement that the parents/ guardians of the student have protection under procedural safeguards and, if this notice is not an initial referral for evaluation, the means by which a copy of the description of procedural safeguards can be obtained 7. Any resources for parents/guardians to obtain assistance in understanding these provisions (20 USC § 1415(c); 34 CFR § 300.503) Students with disabilities and their parents/guardians shall be provided written notice of their rights in language easily understood by the general public and in the primary language of the parent/guardian or

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other mode of communication used by the parent/guardian, unless to do so is clearly not feasible. The notice shall include, but not be limited to, those rights set forth in Education Code, section 56341. (Ed. Code §§ 56341, 56506; 34 CFR § 300.503) If the native language or other mode of communication of the parent/guardian is not a written language, the Charter LEA shall take steps to ensure that: 1. The notice is translated orally or by other means to the parent/guardian in his/her native language or other mode of communication 2. The parent/guardian understands the contents of the notice 3. There is written evidence that items #1 and #2 have been satisfied (34 CFR § 300.503) Notice of Procedural Safeguards A notice of procedural safeguards shall be made available to parents/guardians of students with a disability once a year and upon: 1. Initial referral for evaluation 2. Each notification of an IEP meeting 3. Reevaluation of the student 4. Registration of a complaint 5. Filing for a pre-hearing mediation conference or a due process hearing (Ed. Code § 56301; 20 USC 1415(d)(1)) The notice of procedural safeguards shall include information on the procedures for requesting an informal meeting, pre-hearing mediation conference, mediation conference, or due process hearing; the timelines for completing each process; whether the process is optional; the type of representative who may be invited to participate; and the right of the parent/guardian and/or the Charter LEA to electronically record the proceedings of IEP meetings in accordance with Education Code 56341. A copy of this notice shall be attached to the student's assessment plan and referred to at each IEP meeting. (20 USC 1415(d)(2); Ed. Code §§ 56321, 56321.5) In addition, the notice of procedural safeguards shall include a full explanation of the procedural safeguards relating to independent educational evaluation; prior written notice; parental consent; access to educational records; opportunity to present complaints to initiate due process hearings; the student's placement while due process proceedings are pending; procedures for students who are subject to placement in an interim alternative educational setting; requirements for unilateral placement by parent/guardians of students in private schools at public expense.(20 USC 1415(d)(2); 34 CFR 300.504)

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

Reference Number: CEO Policy 21 and CAC Bylaws

Document Title: Reading Literacy

Document Location: https://charterselpa.org/governance/

In order to improve the educational results for students with disabilities,

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the Charter LEAs in the El Dorado Charter SELPA ensure that all students who require special education will participate in the California Reading Initiative, just as do all other students in the El Dorado Charter LEAs. In order to facilitate that effort, the Charter LEAs assure that special education instructional personnel will participate in staff development inservice opportunities in the area of literacy, including: a. information about current literacy and learning research; b. stateadopted student content standards and frameworks; and c. researchbased instructional strategies for teaching reading to a wide range of diverse learners Each of the Charter LEAs will include special education staff in their curriculum materials selection process, in order to support alignment with State standards. Each will also include all special education staff in all staff development on phonemics and phonics, as well as in any additional state or regional training based on new legislation, e.g., the California Reading and Literature Subject Matter Project, the rollouts on the frameworks, AB466 training. The goals of the Charter LEAs are to increase the participation of students with disabilities in statewide student assessments, to increase the percentage of children with disabilities who are literate, and to assure that students with disabilities attain higher standards in reading. In order to reach these goals, we assure that students with disabilities will have full access to: 1. all required core curriculum including state-adopted core curriculum textbooks and supplementary textbooks; and 2. instructional materials and support.

Description:

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

Reference Number: Charter SELPA Procedural Guide and CEO Policy 21

Document Title: Curriculum Adaptations/Reading Literacy

Document Location: https://charterselpa.org/governance/ http://charterselpa.org/program-support/procedural-guide/

Curriculum adaptations include accommodations, modifications, and supports that allow a child with a disability access to the general curriculum and assessments. LEAs/districts are responsible for ensuring that each teacher and provider is informed of his or her specific responsibilities related to implementing the child's IEP and the specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP (34CFR 300.342 (b)(3)).

Description:

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

Reference Number: C

CEO Policy 28

Document Title:

Oversight Policy

Document Location:

https://charterselpa.org/governance/

The Charter SELPA is responsible for monitoring all required areas of compliance with federal, state and Charter SELPA policies. The purpose of all monitoring and oversight activities is to ensure legal and effective LEA practices are in place to meet the needs of students with disabilities. This policy outlines areas of oversight and indicators that may cause the initiation of a Charter SELPA review process. Charter SELPA administration will keep the CEO Council informed of SELPA oversight activities and determinations.

If compliance, performance and/or student population data for an LEA in the Charter SELPA varies significantly from expected results or standards, it may be an early warning for the Charter SELPA to initiate contact. In this case, the Charter SELPA will contact the LEA to confirm the data, discuss any underlying issues which may impact the data, and identify how the Charter SELPA can assist the LEA in any necessary corrective action.

The Charter SELPA will monitor special education practices and data continuously to determine whether practices are in line with the LEA's responsibilities to students with disabilities and SELPA policies. Data will be collected and reviewed by the Charter SELPA. Examples of existing indicators and standards include but are not limited to:

- Identification rate of special education students that is below 4% or greater than 14%
- State Performance Plan Indicators
- Significant swings in enrollment and/or enrollment trends that are not aligned to the LEA's instructional calendar
- Pattern of compliance complaints or due process hearings
- Evidence of exclusionary practices
- Significant and/or abrupt change in leadership or staff
- No/low participation or engagement in the Charter SELPA (CEO Council, Steering Committee, professional development offerings, etc.)
- Unspent funds greater than 25%
- Annual independent audit which shows serious fiscal solvency issues

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or material findings (e.g. findings related to internal control or program compliance, high debt ratios, deficit spending, going concern findings, adequate reserves, and adequate cash)

SELPA REVIEW PROCESS

Description:

If one or more of the preceding triggers indicates a potential problem, the Charter SELPA may initiate a program and/or fiscal review. Program and fiscal reviews are facilitated by the appropriate Charter SELPA administrator. Charter SELPA's goal in each review process is to clearly identify the areas of SELPA concern, discuss any underlying issues which may be impacting the findings, and identify how the Charter SELPA can assist the LEA in any necessary corrective action. The Charter SELPA may request additional information as necessary to resolve identified concerns.

When multiple or connected concerns exist, the Charter SELPA may implement an Integrated Review Team (IRT) visit. An Integrated Review Team (IRT) visit consists of Charter SELPA program and business administrators meeting directly with the charter LEA leadership team.

CHARTER SCHOOLS AT-RISK

Whether through a Charter SELPA review process or other source, or if significant matters arise that are potentially harmful to students, demonstrate negligence, may harm the SELPA, or there is a concern that funds are not being spent appropriately for special education, Charter SELPA administration is empowered to act in the best interests of the SELPA as a whole. Such matters include, but are not limited to:

- Pattern of noncompliance with federal, state or Charter SELPA regulations
- Notice of revocation
- Notice of bankruptcy
- FCMAT extraordinary audit
- Annual audit with material findings and identification of operational issues that cause concern regarding the long-term viability of the organization
- Other circumstances that create a concern that a loss to the SELPA is possible or funds are not being spent appropriately for special education

Charter SELPA administration may make a determination and proceed to:

- Notify appropriate public agencies;
- Notify the LEA's governing board;
- Withhold state and/or federal funding;
- Move an LEA to reimbursement-based state funding, requiring

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expenditure reporting prior to cash distribution;

- Require an LEA to submit proof of actual expenditures; and/or
- Initiate termination of membership pursuant to CEO Policy 26.
- 7. Coordinated system of data collection and management:

Reference Number: CEO Policy 20

Document Title: Data

Document Location: https://charterselpa.org/governance/

Description: The El Dorado Charter SELPA and its member LEAs shall provide data or information to the SELPA and the California Department of Education as required by regulations.

8. Coordination of interagency agreements:

Reference Number: CEO Administrative Regulation 29

Document Title: Interagency

Document Location: https://charterselpa.org/governance/

Pursuant to Title 17 of the California Code of Regulations (17 CCR) Section 52140, LEAs must develop and maintain local interagency agreements with Regional Centers. Agreements must include (as applicable to charter LEAs):

- 1. The responsibilities of each LEA and Regional Center in meeting the terms of the agreement;
- 2. Procedures for coordination of child find activities with local public agencies and Regional Centers to identify infants and toddlers who may be eligible for early intervention services;
- 3. Specific procedures for coordination of referrals for evaluation and assessment;
- 4. Procedures for the assignment of a service coordinator;
- 5. Interagency procedures for identifying the responsibilities of the regional center and LEA for completing the evaluation and assessment and determining eligibility within the time requirements contained in Section 52086 of these regulations, when an infant or toddler may receive services from both the Regional Center and LEA;
- 6. Procedures for the timely exchange of information between Regional Centers and LEAs:
- 7. Mechanisms for ensuring the availability of contacts at Regional

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Centers and LEAs at all times during the year; 8. Procedures for interagency individualized family service plan (IFSP) development when infants and toddlers may be eligible for early intervention services from the Regional Center and the LEA or other state or local programs or services; 9. Procedures to ensure the provision of services during periods of school vacations when services are required on the IFSP; 10. Transition planning procedures which begin at least six months prior to a toddler's third birthday pursuant to EC Section 52112 of these regulations; 11. Procedures for resolving disputes between regional centers and LEAs; 12. Procedures for the training and assignment of surrogate parents; and 13. Procedures for accepting transfers of infants or toddlers with existing IFSPs. Local interagency agreements must be dated and signed by representatives of the Regional Center and LEA. Interagency agreements must be reviewed by both parties annually, revised as necessary, dated, and signed by both parties as needed.		
CEO Administrative Regulation 1		
Comprehensive Local Plan for Special Education		
https://charterselpa.org/governance/		
The SELPA Administrator, or designee, will facilitate the coordination of these services by the designated LEAs and provide technical assistance to the medical facilities and LEAs as appropriate. Role of the individual LEAs: Each individual LEA is responsible for students with disabilities who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes when the hospital or facility is located within their boundaries, unless based on education code there is another district of special education accountability which would be responsible.		
t ([[[

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

Reference Number: CEO Administrative Regulation 3

Document Title: Individualized Education Program

Document Location: https://charterselpa.org/governance/

When the Charter LEA has placed a foster student in a nonpublic, nonsectarian school, the Charter LEA must conduct an annual evaluation, as specified below. In addition, the nonpublic, nonsectarian school to report to the Charter LEA regarding the educational progress made by the student. (Ed. Code § 56157.) If a student with disabilities residing in a licensed children's institution or foster family home has been placed by the Charter LEA in a nonpublic, nonsectarian school, the Charter LEA shall conduct an annual evaluation as part of the IEP process of whether the placement is the least restrictive environment that is appropriate to meet the student's needs. (Education Code 56157)

Description:

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

Reference Number: CEO Policy 14 and CEO Administrative Regulation 14

Document Title: Federal Maintenance of Effort Requirement

Document Location: https://charterselpa.org/governance/

The LEAs will annually compile, and submit to the SELPA, budget and expenditure information that meets CDE MOE reporting requirements. The SELPA will then conduct the two required calculations determining MOE for the SELPA as a whole, and for each LEA. The SELPA-wide data is compiled and submitted in the format required by CDE.

Description:

12. Fiscal and logistical support of the CAC:

Reference Number: CEO Administrative Regulation 9 and CAC Bylaws

Document Title: Governance

Document Location: https://charterselpa.org/governance/

The Community Advisory Committee shall be composed of parents of individuals with exceptional needs, enrolled in public or private schools, parents of other pupils enrolled in school, pupils and adults with disabilities, regular education teachers, special education teachers and other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs. Terms of CAC participation are outlined in the CAC

Description: exception bylaws.

Because of the geographic diversity within the El Dorado Charter

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SELPA, meetings may take place through teleconference. For purposes of this section, "teleconference" means a meeting where the members are in different locations, connected by electronic means, through either audio, video, or both.

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

Reference Number:

El Dorado Charter SELPA Procedural Guide

Document Title:

Special Education Transportation

Document Location:

http://charterselpa.org/program-support/procedural-guide/

Legal Requirements Regarding Special Education Transportation Education Code Section 56040(a) states: "Every individual with exceptional needs, who is eligible to receive special education instruction and related services under this part, shall receive that instruction and those services at no cost to his or her parents or, as appropriate, to him or her." Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education [34 CFR 300.34(a)]. Transportation as a related service includes travel to and from school and between schools, travel in and around school buildings; and specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability [34 CFR 300.34(c)(16i-iii)]. LEAs/districts should not automatically assign students to transportation

Description:

Pub. Schs., 108 LRP 41626 (OCR 2007)]. For students with medical needs, 34 CFR 300.34(a)(ii) limits the

responsibility of a public agency to appropriately monitor and maintain medical devices that are needed to maintain the health and safety of the child, including breathing, nutrition, or operation of other bodily

based on the students' disability without considering the students individual needs and the continuum of placements [Hopkinton (MA)

functions, while the child is transported to and from school.

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

Reference Number: CEO Administrative Regulation 1 and Procedural Guide

Document Title: Comprehensive Local Plan for Special Education

Document Location: https://charterselpa.org/governance/ http://charterselpa.org/program-support/procedural-guide/

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Description:

Special education may include each of the following if the services otherwise meet the definition in the above paragraph: (Education Code 56031) 1. Speech language pathology services, or any other designated instruction and service or related service, pursuant to Education Code 56363, if the service is considered special education rather than designated instruction and service or related service under state standards 2. Travel training 3. Career technical education 4. Transition services for students with disabilities in accordance with 34 CFR 300.43 if provided as specially designed instruction, or a related service, if required to assist a student with disabilities to benefit from special education. Specially designed instruction means adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to ensure access of the student to the general curriculum, so that the student can meet the educational standards that apply to all students in the charter LEA. (34 CFR 300.39(b)(3)

15. Assurance of full educational opportunity:

Reference Number: CEO Administrative Regulation 1

Document Title: Comprehensive Local Plan for Special Education

Document Location: https://charterselpa.org/governance/

Full educational opportunities means that students with disabilities have the right to full educational opportunities to meet their unique needs, including access to a variety of educational programs and services available to non-disabled students. The State must have in effect policies and procedures to demonstrate that the State has established a goal of providing full educational opportunity to all children with disabilities and a detailed timetable for accomplishing that goal. (34 CFR 300.109)

Description:

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

Reference Number: CEO Administrative Regulation 9

Document Title: Governance

Document Location: https://charterselpa.org/governance/

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Description:

The El Dorado County Office of Education is the Responsible Local Agency/Administrative Unit (RLA/AU) for the Charter SELPA. Pursuant to the provisions of Education Code 56030 et seq., the RLA/AU shall receive and distribute regionalized service funds, provide administrative support and coordinate the implementation of the El Dorado Charter Local Plan for Special Education. The RLA/AU shall perform such services and functions required to accomplish the goals set forth in the plan, including development of the Annual Service and Budget Plan. In addition, pursuant to Education Code 56836.01(a)(b)(c) the SELPA RLA/AU will oversee the fiscal administration of the Annual Budget Plan and the allocation of sate and federal funds allocated to the special education local plan area for the provision of special education and related services by those entities, in accordance with the Local and Allocation Plans approved by the CEO Council, and be responsible for the reporting and accounting requirements prescribed by this part.

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

Reference Number:

CEO Administrative Regulation 10

Document Title:

Personnel Qualifications

Document Location:

https://charterselpa.org/governance/

A program specialist is a specialist who holds a valid special education credential, clinical services credential, health services credential, or a school psychologist authorization and has advanced training and related experience in the education of individuals with exceptional needs and a specialized in-depth knowledge in preschool disabilities, career vocational development, or one or more areas of major disabling conditions.

- (b) A program specialist may do all the following:
- (1) Observe, consult with, and assist resource specialists, designated instruction and services instructors, and special class teachers.
- (2) Plan programs, coordinate curricular resources, and evaluate effectiveness of programs for individuals with exceptional needs.
- (3) Participate in each school's staff development, program development, and innovation of special methods and approaches.
- (4) Provide coordination, consultation and program development primarily in one specialized area or areas of his or her expertise.
- (5) Be responsible for assuring that pupils have full educational opportunity regardless of the district of residence.
- (c) For purposes of Section 41403, a program specialist shall be

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considered a pupil services employee, as defined in subdivision (c) of Section 41401.

Special Education Local Plan Area Services

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

Reference Number:

CEO Policy 6

Document Title:

Part C-Transition

Document Location:

https://charterselpa.org/governance/

Description:

Charter schools in the El Dorado Charter SELPA currently do not serve students in Part C or preschool students. If students are transitioning from preschool to a Charter LEA and are eligible for Part B services, the Charter LEA will participate to ensure a smooth and effective transition between programs.

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

Reference Number:

CEO Policy 15

Document Title:

Public Participation

Document Location:

https://charterselpa.org/governance/

It shall be the policy of the Charter SELPA that public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities, are held prior to the adoption of any policies and/or regulations needed to comply with part B of the IDEA. Per the Charter SELPA Local Plan, policies are adopted by the Charter CEO Council. The Charter SELPA RLA/AU may request input from the Executive Committee as policies are developed. Appropriate notice shall be provided prior to adoption of policies by the Charter SELPA CEO Council. Proposed policies will be posted to the El Dorado Charter SELPA website. This will allow for review and comment by the public, parents of children with disabilities, or individuals with disabilities. Charter CEO Council typically meets twice per year and meetings may take place through teleconference. For the purposes of this section, "teleconference" means a meeting where the members are in different

locations, connected by electronic means, through either audio, video, or both.

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

Reference Number: CEO Administrative Regulation 4 and Procedural Guide

Document Title: Procedural Safeguards and Complaints for Special Education

Document Location: https://charterselpa.org/governance/ https://charterselpa.org/program-support/procedural-guide/

> Before requesting a due process hearing, the Charter Chief Executive Officer or designee of the Charter LEA and a parent/guardian may agree to meet informally to resolve any dispute relating to the identification, assessment or education and placement of a student with disabilities. The Charter Chief Executive Officer or designee shall have the authority to resolve the dispute through an informal alternative dispute resolution ("ADR") process. (Ed. Code § 56502) In addition, either party may file a request with the Superintendent of Public Instruction for a Pre- Hearing Mediation Conference (commonly referred to as "mediation only") to be conducted by a person designated by the California Department of Education. Based on the Pre-Hearing Mediation Conference, the Charter Chief Executive Officer or designee may resolve the issue(s) in any manner that is consistent with state and federal law, and is to the satisfaction of both parties. (Education Code 56500.3) Attorneys may not attend the Informal ADR session or the Prehearing Mediation Conference. Attorneys may attend, or otherwise participate in, only those mediation conferences that are scheduled pursuant to a request for a due process hearing. (Ed. Code §§ 56500.3, 56501) If the parties do not resolve their dispute through Informal ADR and/or a Pre-Hearing Mediation Conference, either party may file a request for a due process hearing.

Description:

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

Reference Number: CEO Policy 2 and Procedural Guide

Document Title: Identification and Evaluation of Individuals for Special Education

Document Location: https://charterselpa.org/governance/

http://charterselpa.org/program-support/procedural-guide/

The Charter Chief Executive Officer or designee shall follow SELPA procedures providing that parents/guardians, teachers, appropriate professionals, and others may refer an individual for assessment for special education services. Identification procedures shall be coordinated with school site procedures for referral of students with needs that cannot be met with modifications to the regular instructional program. (Ed. Code § 56302)

Description:

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

Reference Number: CEO Administrative Regulation 24 and Procedural Guide

Document Title:

Nonpublic, Nonsectarian School and Agency Services for Special Education

Eddoation

Document Location: https://charterselpa.org/governance/ https://charterselpa.org/program-support/procedural-guide/

> Contracts with an NPS or NPA shall include an Individual Services Agreement ("ISA") negotiated for each student. ISAs shall be for the length of time for which NPS and/or NPA services are specified in the student's individualized education program ("IEP"), but not to exceed one year. Changes in educational instruction, services or placement shall be made only on the basis of revisions to the student's IEP. (Ed. Code § 56366.) The master contract shall specify the general administrative and financial agreements between the NPS or NPA and the Charter LEA to provide the special education and designated instruction and services, as well as transportation specified in the student's IEP. The administrative provisions of the master contract shall also include procedures for record keeping and documentation, and the maintenance of school records by the contracting charter LEA to ensure that the NPS provides appropriate high school graduation credit to the student. The contract may allow for partial or full-time attendance at the nonpublic nonsectarian school. (Ed. Code § 56366.) In order for a Charter LEA to contract with an NPS or NPA, the NPS and NPA must be certified as meeting state standards. (Ed Code § 56366.) A master contract may be terminated for cause with 20-days' notice. However, the availability of a public education program initiate during the period of the

master contract cannot give cause for termination unless the parent/ guardian agrees to transfer the student to the public program. The master contract shall include a description of the process being utilized by the Charter LEA to oversee and evaluate placements in the NPS. This description shall include a method for evaluating whether the student is making appropriate educational progress. (Ed. Code 56366) The Charter CEO or designee of an elementary Charter LEA shall notify a high school district of all students placed in NPS or NPA programs prior to the annual review of the IEP for each student who may transfer to the high school district. (5 CCR § 3069.) When a special education student meets the district requirements for completion of prescribed course of study as designated in the student's IEP, the district which developed the IEP shall award the diploma. (5 CCR § 3070.)

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

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

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

Reference Number: CEO Policy 1 and Procedural Guide

Document Title: Comprehensive Local Plan for Special Education

Document Location: https://charterselpa.org/governance/

http://charterselpa.org/program-support/procedural-guide/

As members of the Charter SELPA, each Charter SELPA LEA (Local Education Agency) desires to provide a free and appropriate public education (FAPE) to all school aged K-12 individuals with disabilities, who are enrolled in the charter, including children who have been suspended or expelled or placed by the charter LEA in a nonpublic school or agency services. The SELPA will provide technical support to any Charter LEAs identified as the DOR for students age 18 to 21 who

are incarcerated in a county jail and remaining eligible for special education to assist in meeting their obligation. The SELPA may facilitate collaboration with the county jails as requested.

Students shall be referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized. (Education Code 56303)

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

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

DATE: 2022 April 28

2022-23

FISCAL YEAR:

SELPA NAME:

El Dorado County Charter SELPA (0951)

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

				FOI Each LEA SC	hool/site name identif	ed in Column A,	piace	an x mme con	espond	ing ins	structional	anu/or	relate																	
CDE Official Local Educational Agency Name	School or Site Name	County/District/ School Code (xx-xxxx-xxxxxx)	Charter Number (if applicable)	330 210 220	230 240 250 260	270 340 350	415	425 435 436	445	450 4	460 510	515	520 52	25 530	535	540 545 610	710	15 720	725	730 73	35 740 7	45 75	0 755 7	60 82	0 830	840 8	50 855	860 865	870 890	900
ACE Charter High	ACE Charter High	43-69427-0125617	1387	х			Х	х		х	х	х	Х		х									×	x x	X				
ACE Empower Academy	ACE Empower Academy	43-10439-0116814	0972	х			Х			х		х			X										+					
ACE Esperanza Middle	ACE Esperanza Middle	43-69450-0129247	1545	X		X	Х			Х		x					Х													
ACE Inspire Academy	ACE Inspire Academy	43-69666-0131656	1546	X		, A	X	7		X		X	Y		Х															
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-	NPS Day: Spectrum Center, Schools and						^			^		^		^																
Achieve Academy	Programs.â??Tara Hills Campus (Achieve	01-61259-0111476	0780	X			.,			.,	X		X		Х															
Achieve Charter School of Chico	Achieve Charter School of Chico	04-61424-0141085	2120	X				X X		Х	Х		Х			X					X									
Achieve Charter School of Paradise Inc.	Achieve Charter School of Paradise Inc.	04-61531-0110338	0751	X			Х			Х																				
Agnes J. Johnson Charter	Agnes J. Johnson Elementary	12-10124-6008221	2103	X		X	Х		Х	X		Х			Х									×	1	Х				
Alameda Community Learning Center	Alameda Community Learning Center	01-61119-0130609	0352	X			Х		Х	Х	Х	Х					Х							×	;	Х				
Albert Einstein Academies	Albert Einstein Academies	37-68338-0111898	0773	Х			Х	Х	Х	Х	х х	Х	Х	Х	х		Х	Х	Х											
All Tribes Charter	All Tribes Charter	37-75416-6119275	1057	х		X	Х				Х		Х													х				
All Tribes Elementary Charter	All Tribes Elementary Charter	37-75416-0122796	1262	x		x	Х																							
Alma Fuerte Public	Alma Fuerte Public	19-10199-0135368	1859	x			Х			х	Х	х			х															
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Alpha: Blanca Alvarado	NPS Day: Seneca Family of Agencies - Pathfind	43-69369-0125526	1375	х							х	х	х		х															
Alpha: Cornerstone Academy Preparatory	Alpha: Cornerstone Academy Preparatory	43-10439-0121483	1167	x			х	х		x	х	х	х		х															
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And Visia IIIIDVation Figure	rate vista Iliilovation i ligii - Galderid	00-10001-0100402	1030	^							^			^												^_				

		County/District/ School	Charter Number	000 040 000	000 040 050 000	070 040 050	445	405 405 40	0 445	450	400 540	545 6	00 505 500	505	540 545 040	740	45 700	705 7	20 70	5 740		F0 75	7. 700	200 00	0.040	050 05		v5 070 00	2 222
CDE Official Local Educational Agency Name	School or Site Name	Code (xx-xxxxx-xxxxxxx)	Number (if applicable) (xxxx)	330 210 220	230 240 250 260	270 340 350	415	425 435 431	6 445	450	460 510	515 5	20 525 530	535	540 545 610	710 1	15 /20	125 1	30 /3	5 /40	745 7	5U /S	5 /60	520 83	0 840	850 85	860 86	5 870 89	0 900
Alta Vista Innovation High	Alta Vista Innovation High - Hesperia	36-75051-0136432	1895	х			Х	х		х	Х	х	x					х						х	х				
Alta Vista Innovation High	Alta Vista Innovation High - Highland	36-75051-0136432	1895	х			х						×											х	х				
Alta Vista Innovation High	Alta Vista Innovation High - Inglewood	36-75051-0136432	1895	х			х	х			х	х	х											х	х				
Alta Vista Innovation High	Alta Vista Innovation High - PV Jobs	36-75051-0136432	1895	х							х		х											х	х				
Alta Vista Innovation High	Alta Vista Innovation High - Rancho Cucamonga	36-75051-0136432	1895	x							х	х	х											х	х				
Alta Vista Innovation High	Alta Vista Innovation High - Salon Success	36-75051-0136432	1895	х			х				х		х											х	х				
Alta Vista Innovation High	Alta Vista Innovation High - San Bernardino Can	36-75051-0136432	1895	х			Х				х	х	х			х	x							х	х				
Alta Vista Innovation High	Alta Vista Innovation High - San Jacinto	36-75051-0136432	1895	х				x			х		х											х	х				
Alta Vista Innovation High	Alta Vista Innovation High - Spruce Street	36-75051-0136432	1895	х									х											х	x				
Alta Vista Innovation High	Alta Vista Innovation High - Watts	36-75051-0136432	1895	х							х		х											х	×				
Alternatives in Action	Alternatives in Action	01-10017-0130625	0398	х			х				x	х	x x	Х										х	x				
American River Collegiate Academy	American River Collegiate Academy	34-10348-0140160	2100	х			х			х						х													
America's Finest Charter	America's Finest Charter	37-68338-0136663	1301	х		х	Х	х		х	х		х	х										х	х				
Anahuacalmecac International University Pre	par Anahuacalmecac International University Prepar	19-64733-0132928	1685	х			х			х	х	х												х	x			;	x
Animo City of Champions Charter High	Animo City of Champions Charter High	19-10199-0136119	1874	х		х	Х	х		х	х	х	х	х		х								>	x x				
Animo City of Champions Charter High	NPS Day: ECF Kayne Eras Center (Animo City	19-10199-0136119	1874	х									х																
Animo City of Champions Charter High	NPS Day: Hawthorne Academy (Animo City of C	19-10199-0136119	1874	х							х																		
Animo Compton Charter	Animo Compton Charter	19-73437-0137984	1990	х		х	х	х		х	хх	х	х	х										x >	x x				
Animo Inglewood Charter High	Animo Inglewood Charter High	19-64634-1996586	0432	х		х	Х				х	х		х		х	х												
Animo Leadership High	Animo Inglewood Charter High	19-64709-1996313	0281	х			х																						
Animo Leadership High	Animo Leadership High	19-64709-1996313	0281	х			Х	х		х	х	х				х	x												
Animo Leadership High	NPS Day: Beach Cities Learning Manhattan Bea	19-64709-1996313	0281	х		x					х																		
Antelope Valley Learning Academy	Antelope Valley Learning Academy - Palmdale 4	19-64857-0112714	0841	х			Х	х			х	х	х			х	x							х	х			;	x
Antelope Valley Learning Academy	Antelope Valley Learning Academy - Palmdale 5	19-64857-0112714	0841	х			х	х		х	х		х											х	х				
Antelope Valley Learning Academy	Antelope Valley Learning Academy - Palmdale H	19-64857-0112714	0841	х			Х	x x	X	х	х х	х	х			х	x	х	х	х				x >	x x				
Antioch Charter Academy	Antioch Charter Academy	07-61648-6115703	0143	х		х	х			х																			
Antioch Charter Academy II	Antioch Charter Academy II	07-61648-0115063	0909	х		х	Х			х																			
ARISE High	ARISE High	01-61259-0115238	0837	х			х				х	х	х																
ASCEND	ASCEND	01-61259-6118608	1443	х		х	х			х	хх	х	х	Х	x														
Aspen Meadow Public	Aspen Meadow	10-62166-0133942	1792	х			х			х		х	х	Х															
Aspen Ridge Public	Aspen Ridge Public	10-62166-0140806	2115	х			х					х	х	Х															
Aspen Valley Prep Academy	Aspen Valley Prep	10-62166-0106740	0662	х			х			х		х	х х	х															
Aspire Alexander Twilight College Preparato	ry ASPIRE Alexander Twilight College Preparatory	34-67447-0120469	1554	х			х			х	x			Х															

CDE Official	School or Site Name	County/District/ School Code	Charter Number (if applicable)	330 210 220	230 240 250 260	270 340 350	415	425 435	6 436 4	45 45	60 460 	510	515 5:	20 525 !	530 53	35 54	40 545 610 71	715 72	725	730 7	735 740 74 —	5 750	755 760	820	830 84	0 850	855 860	865 870	890 900
Local Educational Agency Name Aspire Alexander Twilight Secondary Academy	ASPIRE Alexander Twilight Secondary Academ	(xx-xxxxx-xxxxxxx) 34-67447-0121467	(XXXX) 1555	x		х	Х			x z	x	Х	х	x	,	Х								Х	×	×		X	x
Aspire Alexander Twilight Secondary Academy	/ NPS Day: Aldar Academy (ASPIRE Alexander 1	34-67447-0121467	1555	X								Х	х												×	x			Х
Aspire Alexander Twilight Secondary Academy	NPS Day: Sierra Foothills Academy (Aspire Alex	34-67447-0121467	1555	X						,	x	х			,	х													
Aspire Antonio Maria Lugo Academy	ASPIRE Antonia Maria Lugo Academy	19-10199-0109660	0694	х			Х	х)	x x		х		2	х							X						
Aspire APEX Academy	ASPIRE APEX Academy	39-68676-0121541	1552	х		x	Х	x				Х			,	х													
Aspire Benjamin Holt College Preparatory Aca	d ASPIRE Benjamin Holt College Preparatory Aca	39-68585-0101956	0565	х		x	Х					х	х			х			Х	Х				х	×	x			
Aspire Benjamin Holt Middle	Aspire Benjamin Holt Middle School	39-68585-0133678	1782	х		x	х			x :	x	х	х		,	х													
Aspire Berkley Maynard Academy	ASPIRE Berkley Maynard Academy	01-61259-0109819	0726	х		х	х	х		x :	x	х	х	х	x :	х	X X												
Aspire Capitol Heights Academy	ASPIRE Capitol Heights Academy	34-67439-0102343	0598	х			х			,	×	х			;	х													
Aspire College Academy	ASPIRE College Academy	01-61259-0128413	1577	х			Х			;	x	х	х	x	x :	х													
Aspire College Academy	Site Based Day Program: Aspire College Acade	01-61259-0128413	1577	x								х	х	x x	x :	х													
Aspire East Palo Alto Charter	ASPIRE East Palo Alto Charter School	41-68999-0134197	0125	x		х	х	х х	х	x :	x x	х	х	x	2	х			х									х	
Aspire East Palo Alto Charter	NPS Day: Esther B. Clark at the Children's Heal	41-68999-0134197	0125	х						,	x	х	х	x															
Aspire Golden State College Preparatory Acad	de ASPIRE Golden State College Preparatory Aca	01-61259-0118224	1023	х		х	Х			,	x	х	х		2	х								х	×	x			х
Aspire Golden State College Preparatory Acad	de NPS Day: Seneca Family of Agencies - Pathfind	01-61259-0118224	1023	х								х	х	х	2	х								х	×	x			
Aspire Golden State College Preparatory Acad	de Oakland Military Institute College Preparatory A	01-61259-0118224	1023	х																				х	×	x			
Aspire Langston Hughes Academy	ASPIRE Langston Hughes Academy	39-68676-0118497	1048	х		х	х	х		x :	×	х			2	х	×	:						х	×	x	х		х
Aspire Lionel Wilson College Preparatory Acad	de ASPIRE Lionel Wilson College Preparatory Aca	01-61259-0130666	0465	х		x	х			x :	x	Х	х	хх	x :	х	x x							х	×	x			х
Aspire Monarch Academy	ASPIRE Monarch Academy	01-61259-6117568	0252	х		x	Х			x 2	x		х		,	х	У												
Aspire Ollin University Preparatory Academy	ASPIRE Monarch Academy	19-10199-0112128	0693	х									х																
Aspire Ollin University Preparatory Academy	ASPIRE Ollin University Preparatory Academy	19-10199-0112128	0693	х			х	х			x x		х		x :	х	×							х	×	×			х
Aspire Port City Academy	ASPIRE Port City Academy	39-68676-0114876	1553	х		х	Х	x		x :	x x				;	Х													
Aspire Richmond Ca. College Preparatory Aca	ad ASPIRE Richmond CA College Preparatory Aca	07-61796-0132100	1739	х		x	х			x :	x	х	х	х	x :	х	x x		х	х				х	х	×			
Aspire Richmond Technology Academy	ASPIRE Richmond Technology Academy	07-61796-0132118	1740	х		х	Х)	x x		х		;	Х			х										
Aspire River Oaks Charter	ASPIRE River Oaks Academy	39-68585-6118921	0364	х		x	х	x			x	х	х			х													
Aspire Rosa Parks Academy	ASPIRE Rosa Parks Academy	39-68676-0108647	0554	хх	x x	x	х		х	;	x	Х	х		;	х													
Aspire Stockton 6-12 Secondary Academy	Aspire Stockton 6-12 Secondary Academy	39-68676-0139865	2064	х			х					х																	
Aspire Stockton TK-5 Elementary Academy	Aspire Stockton TK-5 Elementary Academy	39-68676-0139923	2063	х		X	Х)	×																		
Aspire Summit Charter Academy	ASPIRE Summit Charter Academy	50-71043-0112292	0812	х		х	х	х		x :	x		х		,	х													
Aspire Triumph Technology Academy	ASPIRE Triumph Technology Academy	01-61259-0130732	1663	х			х)	×	х	х	х	:	х													
Aspire Triumph Technology Academy	NPS Day: Seneca Family of Agencies, Maya Ar	01-61259-0130732	1663	х			х			,	×	х	х	х	:	х													
Aspire University Charter	Aspire University Charter	50-71167-0137265	1963	х		х	х	х		Х		х	x		2	х													
Aspire Vanguard College Preparatory Academ	ny Aspire Vanguard College Preparatory Academy	50-71175-0120212	1125	х		х	х	х		x	x	х	х		2	х								х	х	×		х	х

Code	x x x x	x x x	
Aspire Vincent Shalvey Academy NPS Day: Sierra Vista Child & Family Services (39-68585-6116594 0178 X	x	х	
Assurance Learning Academy As	x	х	
Assurance Learning Academy Assurance Learning Academy - Acton Campus 19-75309-0127100 1458 X<	x	х	
Assurance Learning Academy Downey 19-75309-0127100 1458 X X X X X X X X X X X X X	X		
Assurance Learning Academy Assurance Learning Academy - Downey 19-75309-0127100 1458 X X X X X X X X X X X X X X X X X X X		X	
	X		
Assurance Learning Academy Assurance Learning Academy - Assurance Learning Academy - Glenoaks 19-75309-0127100 1458 X		x	x
	X	x	
Assurance Learning Academy Assurance Learning Academy - Lancaster Cam 19-75309-0127100 1458 X X X X X X X	x	x	x
Assurance Learning Academy Assurance Learning Academy - Lincoln Campus 19-75309-0127100 1458 X X X X X	x	x	
Assurance Learning Academy Assurance Learning Academy - Long Beach 19-75309-0127100 1458 X X X X X X X X X X X X X X X X X X X	x	х	
Assurance Learning Academy Assurance Learning Academy - North Long Bea 19-75309-0127100 1458 X X X	x	x	x
Assurance Learning Academy Assurance Learning Academy - Pacoima 19-75309-0127100 1458 X X X X X X X X X X X X X X X X X X X	x	х	
Assurance Learning Academy Assurance Learning Academy - Panorama City 19-75309-0127100 1458 X X X X X X X X X X X X X X X X X X X	x	x	
Assurance Learning Academy Assurance Learning Academy - Rolling Hills Car 19-75309-0127100 1458 X X X X X X X X X X X X X X X X X X X	x	x	
Assurance Learning Academy Assurance Learning Academy - San Fernando 19-75309-0127100 1458 X X X X X X X X X X X X X X X X X X X	x	x	
Assurance Learning Academy Assurance Learning Academy - Sun Valley Cam 19-75309-0127100 1458 X	x	x	
Assurance Learning Academy Assurance Learning Academy - Van Nuys 19-75309-0127100 1458 X X X X X X X X X X X X X X X X X X X	x	x	
Assurance Learning Academy Assurance Learning Academy - Wilmington Carr 19-75309-0127100 1458 X X X X	x	x	
Audeo Charter Audeo Charter School 37-68338-3731395 0406 X <t< th=""><th>X</th><th>х х</th><th></th></t<>	X	х х	
Audeo Charter II Audeo Charter II 37-10371-0134577 1835 X <th< th=""><th>x</th><th>x x</th><th></th></th<>	x	x x	
Audeo Charter II NPS Residential: Elevations Academy (Audeo C 37-10371-0134577 1835 X X X X X X X		x	
Audeo Charter School III Audeo Charter School III 37-68106-0137034 1935 X<	x	x x	
Audeo Valley Charter Audeo Valley Charter School 33-10330-0140780 2118 X X X X X X	x	хх	
Aurum Preparatory Academy Aurum Preparatory Academy 01-10017-0137448 1908 X			
Barack Obama Charter Barack Obama Charter 19-73437-0118760 1062 X X X X X X X			
Bay Area Technology Bay Area Technology 01-61259-0106906 0661 X	х	x	
Bella Mente Montessori Academy Bella Mente Montessori Academy 37-68452-0128223 1515 X X X X X X X X X X X X X X X X X			
Blue Oak Charter Blue Oak Charter 04-61424-6119523 0415 X X X X X X X X X X X X X X X X X X X			
Cabrillo Point Academy Cabrillo Point Academy 37-68049-0132506 1748 X	x	хх	x x x
Cabrillo Point Academy NPS Day: ECE 4 Autism (Santiago Charter Mid 37-68049-0132506 1748 X X X X X X X X X			
Cabrillo Point Academy NPS Residential: Youth Care - Pine Ridge Acad 37-68049-0132506 1748 X			
Caliber: Beta Academy			
Caliber: ChangeMakers Academy Caliber: ChangeMakers Academy 48-70581-0134262 1779 X			

CDE Official Local Educational Agency Name	School or Site Name	County/District/ School Code (xx-xxxx-xxxxxx)	Charter Number (if applicable) (xxxx)	330 210 220	230 240 250 260	270 340 350	415	425 4	35 436	445 4	450 4	60 510	515 5	520 525 9	530 538	5 540	545 610	710 71	720	725 730	735	740 74!	5 750	755 760	820 8	330 84	lO 850 85	5 860 86	5 870 89	0 900
Caliber: ChangeMakers Academy	NPS Day: Spectrum Center IncValley Campus	48-70581-0134262	1779	х		x	Х				х																			
California Connections Academy Central Coa	ast California Connections Academy Central Coast	42-75010-0138891	2031	х			Х			х	х	х		х	Х	(х				
California Connections Academy Central Valle	ey California Connections Academy Central Valley	54-71803-0112458	0804	х			х	х			х	х х	х	х	x	(х				х				\top
California Connections Academy Central Valle	ey California Connections Academy Southern Califo	54-71803-0112458	0804	х								Х																		
California Connections Academy Monterey B	ay California Connections Academy Monterey Bay	44-75432-0139410	2056	х		x	Х			х	х	х	х	хх	х	(х	x :	x			
California Connections Academy Monterey B	ay California Connections Academy Southern Califo	44-75432-0139410	2056				Х																							
California Connections Academy North Bay	California Connections Academy North Bay	17-64055-0129601	1653	х			х				х	х						х	х	х					х	x :	x			
California Connections Academy Northern Ca	alifc California Connections Academy Monterey Bay	39-68650-0125849	1398	х			Х				х																			
California Connections Academy Northern Ca	alifc California Connections Academy Northern Califc	39-68650-0125849	1398	х		х	х	х	х	х	х	х х	х	хх	х	(х		х						x				
California Connections Academy Northern Ca	alifc NPS Day: Orion Academy (Nea Community Lea	39-68650-0125849	1398	х										хх	х	(x				
California Connections Academy Southern Ca	alife Assurance Learning Academy - Downey	30-66464-0106765	0664	х											х										х	:	x			
California Connections Academy Southern Ca	alife California Connections Academy Southern Calife	30-66464-0106765	0664	х		x	х	х	х	х	х	хх	х	хх	х	(x x	х	х	х х					х	x :	x			
California Connections Academy Southern Ca	alif(NPS Residential: Journey Academy (California (30-66464-0106765	0664	х								х	х	х			x									х				
California School of the Arts - San Gabriel Va	alle California School of the Arts - San Gabriel Valle	19-64469-0134858	1838	x			Х			х	х	х	х	х	х	(х	х						х	:	x			x
California School of the Arts - San Gabriel Va	alle Site Based Day Program: California School of th	19-64469-0134858	1838	х							х	х	х		x x	(х		x			
California Virtual Academy @ San Joaquin	California Virtual Academy @ San Joaquin	39-68627-0127191	1489	х		х	Х	х	х	х	х	х х	х	х	х	(х		Х					х	X :	x			
California Virtual Academy @ San Joaquin	NPS Day: La Cheim School. El Sobrante(Califor	39-68627-0127191	1489	х									х		х										х		x			
California Virtual Academy @ San Joaquin	NPS Day: Point Quest Education Central Valley	39-68627-0127191	1489	х			Х						х													х				
California Virtual Academy @ San Joaquin	NPS Day: Seneca Family of Agencies-James Ba	39-68627-0127191	1489	х			х					х	х	х	х	(х	:	x			
California Virtual Academy @ San Joaquin	NPS Day: Summa Academy (California Virtual A	39-68627-0127191	1489	х		х	Х				х																			
California Virtual Academy at Fresno	California Virtual Academy at Fresno	10-62331-0137661	1492	х		х	х	х		х	х	х	х	х	х	(х	х						х	x :	x			х
California Virtual Academy at Fresno	NPS Day: Learn Academy, Fresno (California V	10-62331-0137661	1492	х			Х				х	х	х	х	х	(х		x			
California Virtual Academy at Kings	California Virtual Academy at Kings	16-63875-0112698	0840	х			х	х		х	х	х х	х	хх	х	(х							х		x			
California Virtual Academy at Maricopa	California Virtual Academy at Maricopa	15-63628-0137687	1490	х			Х	х			х	х	х	х	х	(х	х						х	:	x			
California Virtual Academy San Mateo	California Virtual Academy San Mateo	41-68916-0112284	0802	х			х	х	х х	х	х	х	х	х	x	(х						х		x			
California Virtual Academy San Mateo	NPS Day: Spectrum Center Peninsula Campus (41-68916-0112284	0802	х				х			х														х		x			
Capitol Collegiate Academy	Capitol Collegiate Academy	34-67439-0123901	1273	х			х				х	х																		
Ceiba College Preparatory Academy	Ceiba College Prep Academy	44-69799-0117804	1004	х			Х						х												х		x			
Charter School of San Diego	Charter School of San Diego	37-68338-3730959	0028	х			х	х	х х	х	х	х	х	х	x x	(х	х	х х					х	x :	x	х		x
Chico Country Day	Chico Country Day	04-61424-6113773	0112	х			х	х			х	х		х	x	(х													
Chrysalis Charter	Chrysalis Charter	45-10454-0111674	0778	х			х	х			х	х	х																	
Citrus Springs Charter	Citrus Springs Charter	30-10306-0134940	1831	х		х	Х	х		х	Х	х	х						х						х	x :	x			х
City Arts and Tech High	City Arts and Tech High	38-68478-0107300	0599	х		x	х				х	х	х	х											х	:	x	>	K	

CDE Official		County/District/ School Code	Charter Number (if applicable)	330 210 220	230 240 250 260	270 340 350	415	425 43	35 436	445 4	150 4	60 510	515	520	525 530	535	540 545 610	710	715 720	725	730 7	35 740 74	45 75	50 755	5 760 8	20 830	840	850 855	860 865	870 890	900
Local Educational Agency Name City Heights Preparatory Charter	School or Site Name City Heights Preparatory Charter	(xx-xxxxx-xxxxxxx) 37-68338-0124347	(xxxx) 1312	X			Х			Х	X		Х							х						хх	X				
Clarksville Charter	Clarksville Charter	09-61838-0136200	1891	x				X		Х		хх	X	x		x		x		X	X					X	X			x	
Classical Academy	Classical Academy	37-68098-6116776	0199	X			Х			Х					хх			x	X												
Classical Academy	Classical Academy High	37-68098-6116776	0199	x			Х				х					Х															
Classical Academy High	Classical Academy High	37-68106-0111195	0759	X			Х	X		Х		X	X	X	хх			х	X	х	Х					хх	X			X	
Classical Academy Vista	Classical Academy	37-10371-0138404	2016	x																											
Classical Academy Vista	Classical Academy Vista	37-10371-0138404	2016	x		Х	Х	Х		х	Х	хх	х		x	х		Х	x	х	Х	х									
Clayton Valley Charter High	Clayton Valley Charter High	07-10074-0731380	1400	x		X	Х			Х			Х	X	X		X	x		х				x		x x	X			х	
Coastal Academy Charter	Classical Academy	37-73569-0136267	0516	x		х	Х				х																				
Coastal Academy Charter	Classical Academy High	37-73569-0136267	0516	x								Х														X	X				
Coastal Academy Charter	Coastal Academy	37-73569-0136267	0516	x		X	Х	X		х	х	хх	X	x	X	Х		х	X	х	х	X				хх					
Community Collaborative Charter	CCCS Camellia (Main / High School)	34-76505-0108837	0699	х			Х						Х		x											x	Х				
Community Collaborative Charter	CCCS Firehouse	34-76505-0108837	0699	X			Х																			x	Х				
Community Collaborative Charter	CCCS K-8	34-76505-0108837	0699	x			Х				х	Х																			
Community Collaborative Charter	CCCS West Sac (Pipeline)	34-76505-0108837	0699	X			Х						Х													x x	Х				
Community Collaborative Charter	Community Collaborative Charter	34-76505-0108837	0699	X			Х																			x	х				
Community Collaborative Charter	GCC Virtual Academy	34-76505-0108837	0699	х			Х					x														x x	Х				
Community Montessori	Community Montessori	37-10371-0137695	1947	X		х	Х	х			Х	x	х	х		х		х	X												
Community Outreach Academy	COA Middle	34-76505-0101766	0561	X			Х											х		х											
Community Outreach Academy	Community Outreach Academy	34-76505-0101766	0561	X			Х				Х																				
Community Roots Academy	Community Roots Academy	30-66464-0123729	1274	X		х	Х		хх		Х	х	х	х	х	х															
Community School for Creative Education	Community School for Creative Education	01-10017-0123968	1284	X			Х				х	х	х			х															
Community School for Creative Education	NPS Day: Seneca Family of Agencies, Catalyst	01-10017-0123968	1284	x			Х					х	х	х		х															
Compass Charter School of Yolo	Compass Charter Schools of Yolo	57-72702-0139436	2059	х			х	х		х	х	х х	х	х	x	х		х		х	х					x	х			х	
Compass Charter Schools of Los Angeles	Compass Charter Schools of Los Angeles	19-75309-0135145	1651	х		х	Х	х		х	х	х х	х	х	х х	х	x	х	x	х						x x	Х		х	х	
Compass Charter Schools of Los Angeles	Compass Charter Schools of Yolo	19-75309-0135145	1651	х			х																								
Compass Charter Schools of San Diego	Compass Charter Schools of Los Angeles	37-68213-0127084	1454	х			Х			х	Х	х																			
Compass Charter Schools of San Diego	Compass Charter Schools of San Diego	37-68213-0127084	1454	х		х	х	х	х х	х	х	х х	х	х	х х	х		х	х							х	х			х	
Compass Charter Schools of San Diego	Compass Charter Schools of Yolo	37-68213-0127084	1454	х																											
Connecting Waters Charter - East Bay	Connecting Waters Charter - East Bay	01-10017-0136101	1881	х			х	х		х	х	х				х		х								х	х	х х			
Connecting Waters Charter - East Bay	NPS Residential: Intermountain Children's Home	01-10017-0136101	1881	х								Х	Х	х			х														
Connecting Waters Charter School - Central	Va Connecting Waters Charter School - Central Va	50-71167-0138057	1973	x		х	х	х		Х	х	Х				х		х		х						х	х				
Contra Costa School of Performing Arts	Contra Costa School of Performing Arts	07-10074-0134114	1773	x			х				х	х	Х	х	х	х										х	х				

CDE Official	Cabanian Cita Nama	County/District/ School Code	Charter Number (if applicable)	330 210 220	230 240 250 260	270 340 350	415	425 4	135 436	445	450 4	160 510	515	520	525 530	535	540 545 610	710	715 720	725	730 7:	35 740	745 7	750 75	55 760 8	20 83	0 840	850 855	860 865 8	370 890 900
Local Educational Agency Name CORE Butte Charter	School or Site Name CORE Butte Charter	(xx-xxxx-xxxxxx) 04-10041-0114991	(xxxx) 0945	X			Х	х		х	Х	Х	Х	х	хх		x	Х	х	х	х					x >	x x			
Cottonwood	Cottonwood	09-61838-0139006	1964	X			X					x x				Х			x x			Х				X	X		X	х
Cox Academy	Cox Academy	01-10017-6001788	0740	х		х	х				х	х	х	Х	х	х														
Credo High	Credo High	49-73882-0123786	1281	х			Х					Х		х		Х		Х								х	х			
Da Vinci Communications	Da Vinci Communications High	19-76869-0131128	1689	х		х	х	х		х	х	х	х	х	х	х		х		х	х									
Da Vinci Connect	Da Vinci Connect	19-76869-0128728	1597	х		x	Х	х			х	х	х			х		Х	х							х	х			
Da Vinci Design	Da Vinci Design	19-76869-0119636	1081	х		x	Х	х			х	х	х	х	х	х				х	х					х				×
Da Vinci Science	Da Vinci Science	19-76869-0119016	1060	х			Х				х	х	х		х	х		Х	х											
Darnall Charter	Darnall Charter	37-68338-6039457	0033	x x	x		х	х	х х	х	х	х х	х	х	х	х		х	х			х								
Darnall Charter	NPS Day: Aseltine (Darnall Charter)	37-68338-6039457	0033	х								х		х	х	х														
Delta Bridges Charter	Delta Bridges Charter	39-68627-0132050	1731	х			х				х	х				х														
Delta Charter	Delta Charter	39-68627-6119309	0393	х		x	Х				х	х	х			х		Х								х	х			
Delta Charter	Delta Elementary Charter	39-68627-6119309	0393	х			х																							
Delta Charter Online	Delta Charter Online	39-68627-0136135	1879	х								х				х										x >	х			
Delta Elementary Charter	Delta Elementary Charter	34-67413-0114660	0853	х		x	х		х	х	х	х х				х						х								
Delta Home Charter	Delta Home Charter School	39-68627-0129890	1646	х			х				Х	х	х			х		х												x
Delta Keys Charter	Delta Keys Charter	39-68627-0136028	1878	х								х			х											x >	х			
Desert Sands Charter	Desert Sands Charter - Lake LA Campus	19-64246-1996537	0411	x			Х				Х	х	х		х					х						х	х			x
Desert Sands Charter	Desert Sands Charter - Lancaster Campus	19-64246-1996537	0411	х			х				х	х	х		х			х	х							x	х			x
Diego Hills Central Public Charter	Diego Hills Central Public Charter - City Heights	37-68049-0136614	1909	х			Х			х	х	х			х			Х	х							х	х			
Diego Valley East Public Charter	Diego Valley East Public Charter - El Cajon Hon	37-68163-0137109	1934	x			х					х			х															
Diego Valley East Public Charter	Diego Valley East Public Charter - El Cajon Inde	37-68163-0137109	1934	х			х	х			Х	х			х	х		х								x	х			x
Dimensions Collaborative	Dimensions Collaborative	37-10371-0137752	1946	x			х	х			х	х х	х	х				х	х							х	х			
Discovery Charter	Discovery Charter	39-75499-6118665	0355	x		х	Х																							
Discovery Charter	NPS Day: Creative Alternatives School (Discove	39-75499-6118665	0355	х								х																		
Dixon Montessori Charter	Dixon Montessori Charter	48-70532-0122267	1210	х		х	Х				х	х х	х							х	х									
Downtown Charter Academy	Downtown Charter Academy	01-61259-0129635	1661	х			х						х			х														
Downtown College Preparatory	Downtown College Preparatory	43-69666-4330585	0287	х		х	х				х	х	х	х		х										x >	х	х		х
Downtown College Preparatory Middle	Downtown College Preparatory Middle	43-69666-0129718	1623	х		x	х	х			х	х	х			х														
Dr. Lewis Dolphin Stallworth Sr. Charter	Dr. Lewis Dolphin Stallworth Sr. Charter	39-68676-0117853	1027	х			х					х		х		х														
Dual Language Immersion North County	Dual Language Immersion North County	37-10371-0138594	2023	х			х				х																			
e3 Civic High	e3 Civic High	37-68338-0127647	1302	х			х	х			Х	х х	х	х	х х			х				х				x	х			
East Bay Innovation Academy	East Bay Innovation Academy	01-61259-0129932	1620	х			х				х	х	х	х		х		х								x	х			х

The second contribute of the second contribu	CDE Official Local Educational Agency Name	School or Site Name	County/District/ School Code (xx-xxxx-xxxxxx)	Charter Number (if applicable)	330 210	220 230	240 2	250 260) 270 340	0 350 4°	15 425	435	436 445 450	460	510 515	520	525 5	530 535	540 548	5 610 710	715 72	725 730	0 735	740 745	750	755 760 820	830 840	850 855	5 860 8	865 870 8	90 900
The state of the s					х										х											х	Х				\Box
	Ednovate - Legacy College Prep.	Legacy College Prep.	30-10306-0133983	1798	х						х	х			хх			х				x x	(х	х				
See Trial Programment and See Trial Programm	El Rancho Charter	El Rancho Charter	30-66621-6094874	0445	х				×	(хх		x	х	хх	х	х	х		х		х									
The series of th	El Sol Santa Ana Science and Arts Academy	El Sol Santa Ana Science and Arts Academy	30-66670-6119127	0365	х						x x		x x																		
The second secon	El Sol Santa Ana Science and Arts Academy	New Vista School	30-66670-6119127	0365	x						х																				
The second proper former and the second prope	Eleanor Roosevelt Community Learning Center	Eleanor Roosevelt Community Learning Center	54-10546-6119291	0395	х						x		х		х			х								х	х				х
The Market British Bri	Elevate Charter	Elevate School	37-68338-0129395	1633	х			х			х		х		х			х х													
2. Regional Literates Automotive 1. Regional Literates Automotive	Elite Academic Academy - Mountain Empire	Elite Academic Academy - Mountain Empire	37-68213-0136978	1924	х						х х		x		х х			х				х				х	х х				х
The present disconnection of the present disc	Elite Public	Elite Public	48-10488-0139030	2034	х				×	(x		х		х х	х		х								х	х				
The proper in particular in in partic	Elk Grove Unified	SAVA - Sacramento Academic and Vocational A	34-67314-0000000	#N/A	х										x																
Tree-present function of the present	Empower Generations	Empower Generations	19-75309-0134619	1836	х				×	(х				x											х	х				х
This present Age of Friendes Presented Cluster Age of Cluster Age	Empower Language Academy	Empower Language Academy	37-68338-0129387	1634	х						х		x		х х			х х													
Extracomental Counter High- Gendrom Environmental Counter High- Gendrom Environmental Counter High- Gendrom Environmental Counter High- Learnidas Environmental Counter Michael Envi	Empowering Possibilities International Charter	Empowering Possibilities International Charter	57-10579-0132464	1746	х						х		х		х																
Exercemental Charter High - Lauredize Environmental Charter High - Lauredize Environmental Charter High - Lauredize Polisionness Charter Missia Polisionness	Entrepreneur High Fontana	Entrepreneur High Fontana	36-10363-0140012	2095	х				×	(х	х	x		x x									Х		х	х х				х
Environmental Charter Middle	Environmental Charter High - Gardena	Environmental Charter High-Gardena	19-10199-0140681	2098	х				×	(хх				х х			х		х	>										
Embien Academy for Artis & Technology	Environmental Charter High - Lawndale	Environmental Charter High - Lawndale	19-64691-1996438	0353	х				×	(x		x		х х			х													
Entended Academy for Arts & Technology Final Papelar Academy for	Environmental Charter Middle	Environmental Charter Middle	19-10199-0121772	1204	х				×	(х	х	x		х х																
Excusive Pocularier (Pocularier Pocularier Pocularier (Pocularier Pocularier (Pocularier Pocularier	Environmental Charter Middle - Inglewood	Environmental Charter Middle - Inglewood	19-10199-0127498	1501	х				×		х	х	x	х	×			х х		x x											
Escuella Popular Accelerated Family Learning Escuella Popular Acce	Envision Academy for Arts & Technology	Envision Academy for Arts & Technology	01-10017-0112607	0811	х						х		х х		х х	x	х	х х		х						Х	х				x
Feather River Charter Feather River Charter Feather River Charter Feather River Charter Fine Keys Adult School (SF Sheriffs) Fine Keys Adult School SF Sheriffs S8-68478-01181341 1028 X	EPIC Charter (Excellence Performance Innovati	EPIC Charter (Excellence Performance Innovati	30-10306-0134239	1807	х				×		х		x x x	х	x x	x	х	х х		x	>	x				хх	х х				x
Five Keys Adult School (§F Sheriffs) Five Keys Adult School SF Sheriffs S8-68478-0118133 1029 X I I I I I I I I I I I I I I I I I I	Escuela Popular Accelerated Family Learning	Escuela Popular Accelerated Family Learning	43-69427-4330726	0502	х						x		х		х х	х		х													
Five Keys Charter (SF Sherriffs) Five Keys Charter (SF Sherriffs) Five Keys Independence HS SF Sherriffs 38-68478-0101774 05677 X 0	Feather River Charter	Feather River Charter	51-71456-0133934	1801	х						хх		x x	х	x x	х		х						х		х	х				х
Five Keys Independence HS (SF Sheriffs) Five Keys Independence HS (SF Sheriffs) Five Keys Independence HS SF Sheriffs 38-88478-0118141 1028 X X X X X X X X X X X X X	Five Keys Adult School (SF Sheriff's)	Five Keys Adult School SF Sheriffs	38-68478-0118133	1029	х						х				х х											х	х				
Fortune Fortune Fortune 34-10348-0136275 1313 X	Five Keys Charter (SF Sheriff's)	Five Keys Charter SF Sheriffs	38-68478-0101774	0567	х										x x	x			х							х	х				
Francophone Charter School of Oakland Francophone Charter School of Oakland 01-61259-0132514 1708 X	Five Keys Independence HS (SF Sheriff's)	Five Keys Independence HS SF Sheriffs	38-68478-0118141	1028	х						х				х х	x		х х								х	х х	х		х	х
Futures High Futures High 34-76505-0101832 0560 X	Fortune	Fortune	34-10348-0136275	1313	х						х		x		x x			х			>					х	х				
Garvey/Allen Visual & Performing Arts Academy X X X X X X X X X X X X X X X X X X X	Francophone Charter School of Oakland	Francophone Charter School of Oakland	01-61259-0132514	1708	х						х		х		x			х													
Gateway College and Career Academy	Futures High	Futures High	34-76505-0101832	0560	х						х									х						х	х				
Gateway International Gateway International 34-67447-0128124 1563 X X X X X X X X X X X X X X X X X X X	Garvey/Allen Visual & Performing Arts Academy	Garvey/Allen Visual & Performing Arts Academy	33-10330-0139428	2058	х						х		х				х			х	>					x	Х				
Gilroy Prep (a Navigator School) Gilroy Prep (a Navigator School) 43-69484-0123760 1278 X X X X X X X X X X X X X X X X X X X	Gateway College and Career Academy	Gateway College and Career Academy	33-10330-0128777	1602	x										x											x	Х				
	Gateway International	Gateway International	34-67447-0128124	1563	х				×	(х		х					х х													
	Gilroy Prep (a Navigator School)	Gilroy Prep (a Navigator School)	43-69484-0123760	1278	х						х		х		x x			х													
Gompers Preparatory Academy Gompers Preparatory Academy 37-68338-0119610 1080 X	Gompers Preparatory Academy	Gompers Preparatory Academy	37-68338-0119610	1080	х						хх	х	x x x	х	x x	Х		х х			>					x	х				

CDE Official Local Educational Agency Name	School or Site Name	County/District/ School Code (xx-xxxx-xxxxxx)	Charter Number (if applicable	330 210 220	230 240 250 260	270 340 350	415	425 43	35 436 ·	445 4	50 46	50 510	515 5	20 525 53	30 535	540 545	610 7	10 715	20 7:	25 730	735 74	10 745	750	755 760	820 8	30 840	850 855	860 865 8	370 890 900 .
Gompers Preparatory Academy	NPS Day: Sam and Rose Stein Education Cente	37-68338-0119610	1080	х			Х					х													х	х			
Gompers Preparatory Academy	NPS Residential: Oak Grove Center/Jack Weav	37-68338-0119610	1080	X								Х	х	x :	x	х									х	Х			
Gorman Learning Center	Gorman Learning Center	19-64584-1996305	0285	X		X	Х	х		х	х	Х	х	x	х			x	Х						Х	хх			х
Gorman Learning Center	Gorman Learning Charter San Bernardino/Santa	19-64584-1996305	0285	х			Х	х		х	x :	хх		x	х										Х	Х			
Gorman Learning Center San Bernardino/San	nta Gorman Learning Charter San Bernardino/Santa	36-75051-0137794	1977	х			Х	х		х	x	х	х	x	х			x	х	x				х	х	хх			
Growth Public	Growth Public	34-67439-0135343	1848	x			Х				х	Х			х														
Growth Public	NPS Day: Aldar Academy (Growth Public)	34-67439-0135343	1848	x			х				х																		
Guajome Learning Center	Guajome Learning Center	37-68452-0124917	1351	х			Х				x	Х	х		x										х	Х			
Guajome Learning Center	NPS Day: TERI, INC. The Country School (Gua	37-68452-0124917	1351	x			х				х	х		:	x x														
Guajome Park Academy Charter	Guajome Park Academy Charter	37-68452-3730942	0050	x			Х				Х	х	х	:	x x			х	Х	×					х	х			x
Hardy Brown College Prep	Hardy Brown College Prep	36-67876-0122317	1155	x			х				х	х			x x														
Harriet Tubman Village Charter	Harriet Tubman Village Charter	37-68338-6040018	0046	x			х	x x	х		x :	хх	х	x :	x x			x	х	x									
Hawking S.T.E.A.M. Charter	Hawking S.T.E.A.M. Charter	37-68411-0126086	1407	х			х				x	х	х	x :	х х			x	х	×									
Hayward Collegiate Charter	Hayward Collegiate Charter	01-10017-0138867	2027				Х																						
High Tech Elementary	High Tech Elementary	37-68338-0131565	1709	x		x	х		х		x :	х х	х	x :	x x			x	х	×									
High Tech Elementary Explorer	High Tech Elementary Explorer	37-68338-6117683	0278	х		х	Х				x	х	х		х х														
High Tech Elementary Explorer	NPS Day: Mt. Helix Academy (High Tech Eleme	37-68338-6117683	0278	х			х																						
High Tech Elementary Explorer	NPS Day: Sierra Academy of San Diego (High 1	37-68338-6117683	0278	x			Х						х																
High Tech High	High Tech High	37-68338-3731247	0269	х		x	х				х	х	х	x :	x			x	х						х	х			
High Tech High International	High Tech High International	37-68338-0106732	0623	х			Х	>	×		x :	хх	х		x			x	Х						х	Х			
High Tech High International	NPS Day: Banyan Tree Foundations Academy-\$	37-68338-0106732	0623	х			х				x																		
High Tech High International	NPS Day: San Diego Center for Children Acade	37-68338-0106732	0623	х									х	:	x										х				
High Tech High International	NPS Residential: Yellowstone Boys and Girls R	37-68338-0106732	0623	х								х	х	x		x				x					х				
High Tech High Media Arts	High Tech High Media Arts	37-68338-0108787	0622	х		x	Х	>	x x		x	х	х	x :	x										х	х			
High Tech Middle	High Tech Middle	37-68338-0101204	0546	х		x	х				х	х	х	:	x			x	х	x									
High Tech Middle Media Arts	High Tech Middle Media Arts	37-68338-0107573	0660	х		x	Х		х		x	х	х		x			×	х										
High Tech Middle Media Arts	NPS Day: Excelsior Academy (High Tech High N	37-68338-0107573	0660	x		x	х				х		х		х														
Higher Learning Academy	Higher Learning Academy	34-76505-0113878	0862	x			х				Х	х													х	х			
Highland Academy	Highland Academy	33-66993-0127142	1493	x			х		х		х	х	х					x	х										
Hollister Prep	Hollister Prep	35-67470-0127688	1507	x			х				Х	х	х		х		х	x		x x	х								
Holly Drive Leadership Academy	Holly Drive Leadership Academy	37-68338-6117279	0264	х			х	х			х	х	х	x :	×														
Howard Gardner Community Charter	Howard Gardner Community Charter	37-10371-0124321	1308	х			х	х			Х	х	х	:	x x					x									
Iftin Charter	Iftin Charter	37-10371-0108548	0680	x			х				х	х	х		х														

CDE Official Local Educational Agency Name	School or Site Name	County/District/ School Code (xx-xxxxx-xxxxxxx)	Charter Number (if applicable) (xxxx)	330	210 220 230	240 250 26	0 270	340 350	415 4	425 4 3	35 436	445 450	460	D 510 !	515 5	520 52	25 530	535	540 545 610	710	715 720	725 73	0 735	5 740 7	45 750	755 76	0 820	830 8	840 850	0 855 860	0 865 870	890 900
iLEAD Agua Dulce	iLead Agua Dulce	19-75309-0138297	2003	х				х	х	х	Х	×	Х		Х					Х							Х		Х			
iLEAD Hybrid	iLEAD Hybrid	19-75309-0131987	1699	х				х	х	х	х	х	х	х	х		хх	х		х	х	x 2	ĸ	х			х	х	х х	(х
iLEAD Lancaster Charter	iLEAD Lancaster Charter	19-64667-0125559	1376	х				х	х	х		x x			х			х		х												
iLEAD Online	iLead Online	19-75309-0136531	1902	х				x	х	х		x		х	х		х	х									х		х			x
Imagine Schools, Riverside County	Imagine Schools, Riverside County	33-10330-0125385	1369	х					х			x			х					х	х											
Impact Academy of Arts & Technology	Impact Academy of Arts & Technology	01-61192-0137646	0836	х					х			×	х	х	х			х		х	х						х		Х			
Ingenium Clarion Charter Middle	Ingenium Clarion Charter Middle	19-73437-0137240	1952	х					х	х		x		х	х			х														
Ingenuity Charter	Ingenuity Charter School	37-68338-0131979	1719	х					х			×		х	х	х	х	х		х	х	х					Х	х	х	(
Inland Leaders Charter	Inland Leaders Charter School	36-67959-0114256	0889	х					х			x		х	Х	х		х														
Inland Leaders Charter	NPS Residential: Oak Grove Center-Jack Weav	36-67959-0114256	0889	х										х	х	х			х													
Innovations Academy	Innovations Academy	37-68338-0118083	1024	х				x	х	х	x	x	Х	x	х	x	х			х	х											
Insight @ San Joaquin	Insight @ San Joaquin	39-68627-0133116	1762	х					х	х		х	Х	x	х	Х	х					х					х	x	Х			x
Insight School of California	Insight School of California	15-63628-0127209	1491	х					х	х		x		Х	Х	X	х х	x									Х		Х			
Insight School of California	NPS Day: Sierra School of East Valley (Insight	15-63628-0127209	1491	х					х																		Х		Х			x
Insight School of California	NPS Residential: The Help Group's - North Hills	15-63628-0127209	1491	х										Х					x x								Х		Х			
Inspire School of Arts and Sciences	Inspire School of Arts & Sciences	04-61424-0120394	1114	х				х	х	х		х		х		Х	x		×					x			Х	х	Х			x
International School of Monterey	International School of Monterey	27-66092-6118962	0429	х					х			х		х																		
Invictus Academy of Richmond	Invictus Academy of Richmond	07-10074-0137026	1933	х					х			x		х	х												Х	х				
JCS - Cedar Cove	JCS - Cedar Cove	37-68163-0138628	2022	х					х			×		Х	Х		х х	х				Х					Х		Х			
JCS - Manzanita	JCS - Manzanita	37-10371-0138792	2024	х					х	х		×		х	Х	х		х									Х	х	Х			x
JCS - Mountain Oaks	JCS - Mountain Oaks	37-68163-0138156	1992	х					х			x			х																	
JCS - Mountain Oaks	The Grauer School	37-68163-0138156	1992	х																												
JCS - Pine Hills	ENTERED IN ERROR NPS Day: Banyan Tree F	33-10330-0138602	2018	х											х																	
JCS - Pine Hills	JCS - Pine Hills	33-10330-0138602	2018	х				х	х	х		x x		х	х	X		х		х	х	x 2	K				Х	х	х			x
JCS - Pine Valley	JCS - Pine Valley	37-68213-0138636	2021	х					х			x								Х	X						Х		Х			x
John Adams Academy - El Dorado Hills	John Adams Academy - El Dorado Hills	09-10090-0136036	1880	х				х	Х	Х		х	х	x	х		Х	Х		х	х			x			Х	х	Х			
John Adams Academy - Lincoln	John Adams Academy - Lincoln	31-66951-0135871	1715	х				х	х	х	х х	x x	Х	X	Х		Х	х				Х					Х	х	Х			
John Adams Academy - Roseville	John Adams Academy - Roseville	31-66928-0121418	2061	х				х	Х			х	Х	x	Х			Х		х	х			x			Х		Х			
Journey	Journey	33-10330-0138024	1974	х					Х			х		Х																		
Julian Charter	Julian Charter	37-68163-3731239	0267	х					Х			х		х	х	Х		Х									Х	х	Х			
Kairos Public School Vacaville Academy	Kairos Public School Vacaville Academy	48-70573-0129494	1635	х					Х		Х	х х		Х	Х			Х		х												
Kavod Charter	Kavod Charter School	37-68338-0126730	1447	х					Х			х		х	х	Х	Х	Х				х										
Keiller Leadership Academy	Keiller Leadership Academy	37-68338-6039812	0695	х					Х	Х		х	X	x	Х		x x		x			х										

CDE Official Local Educational Agency Name	School or Site Name	County/District/ School Code (xx-xxxx-xxxxxx)	Charter Number (if applicable) (xxxx)	330 210	220 230	240	250 260	270 340	350 415	i 425 43	5 436	445 450	460	510 51	5 520	525 53	80 535	540 545	610 710	715 720 72	5 730 7	35 740 7	45 750	755 760 82	20 830	0 840 850 855	860 865 870 890 90
Kinetic Academy	Kinetic Academy	30-66530-0134221	1812	х					х			х															
King-Chavez Academy of Excellence	King-Chavez Academy of Excellence	37-68338-6119598	0420	х				х	х	х	Х	х	х)	<	:	х										
King-Chavez Academy of Excellence	NPS Day: San Diego Center for Children Acade	37-68338-6119598	0420	х										x >	< x		x										
King-Chavez Arts and Athletics Academy	King-Chavez Arts and Athletics Academy	37-68338-0109033	0704	х					х			х		>	< x		х х										
King-Chavez Community High	King-Chavez Community High School	37-68338-0118851	1015	х				х	х			х		x >	<		x								x x	x x	
King-Chavez Community High	NPS Residential: New Haven School (King-Chav	37-68338-0118851	1015	х										x >	x x	:	x	х							×	x x	
King-Chavez Preparatory Academy	King-Chavez Preparatory Academy	37-68338-0111906	0772	x				х	x			х		x >	<		x										
King-Chavez Primary Academy	King-Chavez Primary Academy	37-68338-6040190	0705	х					х	х		х	х	x >	<		х										
KIPP Academy of Opportunity	KIPP Academy of Opportunity	19-64733-0101444	0530	x					×	х		х		x >	<		х х										
KIPP Adelante Preparatory Academy	KIPP Adelante	37-68338-0101345	0550	х					x	х		х		X X	χ X		х х										
KIPP Bayview Academy	KIPP Bayview Academy	38-68478-0101337	0549	х					×			х		x >	κ x		хх										
KIPP Bayview Academy	NPS Day: RISE Institute (KIPP Bayview Acader	38-68478-0101337	0549	х				x						X X	(X												х
KIPP Bridge Academy	KIPP Bridge Charter	01-61259-0115014	0938	x				х	x			х	х	x >	< x		х х			x :	(
KIPP Bridge Academy	NPS Day: Seneca Family of Agencies, Uprising	01-61259-0115014	0938	х										x >	< x		х										
KIPP Bridge Academy	Site-Based Day Program: KIPP Bridge Charter	01-61259-0115014	0938	x					×			х		x >	< x	x :	х х										
KIPP Comienza Community Prep	KIPP Academy of Opportunity	19-64733-0121707	1196						x																		
KIPP Comienza Community Prep	KIPP Comienza Community Prep	19-64733-0121707	1196	х					x	х		х)	<		х х		х								
KIPP Compton Community	KIPP Compton Community	19-73437-0137893	1996	х					х	х		х	х	x >	<		Х										
KIPP Corazon Academy	KIPP Corazon Academy	19-64733-0135517	1855	х					х	х		х		>	<	:	х х		х								
KIPP Heartwood Academy	KIPP Heartwood Academy	43-69369-0106633	0628	х				х	х	х		х		x >	x x	:	х										
KIPP Heritage Academy	KIPP Heritage Academy	43-69450-0129205	1608	х					x			х		>	<		х х										
KIPP Heritage Academy	NPS Day: Esther B. Clark School South Bay (KI	43-69450-0129205	1608	х										x >	x x												
KIPP Iluminar Academy	KIPP Iluminar Academy	19-64733-0127670	1508	х					x	х		х		>	<		х		х		х						
KIPP King Collegiate High	KIPP King Collegiate High	01-61309-0114421	0880	х					x	х		х		x >	× χ] ;	х х			х				2	х	х	
KIPP Poder Public	KIPP Poder Public	19-10199-0140772	2112	х					х			х		х													
Kipp Prize Preparatory Academy	KIPP Prize Preparatory Academy	43-69369-0129924	1609	х					x			х		x >	× χ] ;	х х										
Kipp Prize Preparatory Academy	NPS Day: Pine Hill School Second Start Learnin	43-69369-0129924	1609	х)	<		х										
KIPP Promesa Prep	KIPP Promesa Prep	19-64733-0131797	1721	х					х	х		х		x >	(х										
KIPP Raices Academy	KIPP Raices Academy	19-64733-0117903	1010	х					x	х		х	х	>	<		х										
KIPP San Francisco Bay Academy	KIPP San Francisco Bay Academy	38-68478-0101352	0551	х				х	x	х		х		x >	× χ] ;	хх										
KIPP San Francisco Bay Academy	NPS Day: RISE Institute (KIPP San Francisco E	38-68478-0101352	0551	х				х						x >	ζ X		х										
KIPP San Francisco College Preparatory	KIPP San Francisco College Preparatory	38-68478-0127530	1502	х				х	х					x >	(X	х	х			х				;	х	х	
KIPP San Francisco College Preparatory	NPS Day: Seneca Family of Agencies, Uprising	38-68478-0127530	1502	х										х	х	x	х										х

CDE Official Local Educational Agency Name	School or Site Name	County/District/ School Code (xx-xxxx-xxxxxx)	Charter Number (if applicable) (xxxx)	330 210 220	230 240 250 260	270 340 350	415	425 435 43	6 445	450	460 510	515	520 52	25 530 (535 5	540 545 610	710 7	15 720	725 73	0 735	740 74	5 750	755 760	820 8	830 8	40 850 855	860 865 8	870 890 900
KIPP San Jose Collegiate	KIPP San Jose Collegiate	43-69427-0116889	0976	х			Х	х		х	х	х		х	х				х	x				Х		x		х
KIPP San Jose Collegiate	NPS Day: Spectrum Center Schools and Progra	43-69427-0116889	0976	х		х	Х			Х	х			х	х													
KIPP San Jose Collegiate	Site-Based Day Program: KIPP San Jose Colle	43-69427-0116889	0976								х																	х
KIPP Scholar Academy	KIPP Scholar Academy	19-64733-0125625	1377	х			Х	х		х		х			х		х	х	х									
KIPP Sol Academy	KIPP Iluminar Academy	19-64733-0125641	1379	х			Х					х																
KIPP Sol Academy	KIPP Sol Academy	19-64733-0125641	1379	х			х	х		х		х		х	х		х											
KIPP Stockton Kindergarten-12 Grade	KIPP Stockton Kindergarten-12 Grade	39-68676-0140616	2109	х			Х			Х																		
KIPP Summit Academy	KIPP Summit Academy	01-61309-0101212	0524	х			х	х		х	х																	
Knowledge Enlightens You (KEY) Academy	Knowledge Enlightens You (KEY) Academy	01-61192-0127696	1514	х		х	Х			Х	х																	
Lazear Charter Academy	Lazear Elementary	01-10017-6002000	1464	x		х	Х			Х	х	Х	x :	x	х		х											
Lazear Charter Academy	NPS Day: Seneca Family of Agencies James Ba	01-10017-6002000	1464	х							х	Х	х		Х													
Leadership Public Schools - Hayward	Leadership Public Schools - Hayward	01-61192-0108670	0684	x			х			х	х	х					х							х		х		
Leadership Public Schools: Richmond	Leadership Public Schools: Richmond	07-61796-0101477	0557	х			Х			Х	х	х			х		х							х	х	x		
Leadership Public Schools: Richmond	NPS Day: Seneca Family of Agencies, Catalyst	07-61796-0101477	0557	х							х	х	х		х									х		x		x
Learning Choice Academy	Learning Choice Academy	37-68338-0106799	0659	х		х	Х			Х	х			х	х			Х	х					Х	х	x		x
Learning Choice Academy - Chula Vista	Learning Choice Academy	37-68023-0138073	2001	х			Х			Х				х														
Learning Choice Academy - Chula Vista	Learning Choice Academy - Chula Vista	37-68023-0138073	2001	х		х	Х			Х	Х	х		х	х			х	х					х	х	x	х	х
Learning Choice Academy - Chula Vista	The Learning Choice Academy - East County	37-68023-0138073	2001				х																					
Learning Without Limits	Learning Without Limits	01-61259-0115592	1442	х		х	Х			Х	х	х	x :	х	х													
Learning Without Limits	NPS Day: Seneca Family of Agencies, Maya Ar	01-61259-0115592	1442	х							х	х	х		х													
Life Source International Charter	Life Source International Charter	19-64667-0123174	1225	х			Х			Х		х					х	х										
Lifeline Education Charter	Lifeline Education Charter	19-73437-0115725	0963	x			Х				х	х												х		x		
Lighthouse Community Charter	Lighthouse Community Charter	01-61259-0130633	0413	х		х	Х	Х	x	Х	хх	х																
Lighthouse Community Charter High	Lighthouse Community Charter	01-61259-0108944	0700	x			Х					х																
Lighthouse Community Charter High	Lighthouse Community Charter High	01-61259-0108944	0700	х		х	Х			Х	х	х												х		х		
Lighthouse Community Charter High	NPS Day: Seneca Family of Agencies - Pathfind	01-61259-0108944	0700	х							х	х	х		х									х		x		
Lighthouse Community Charter High	NPS Day: Seneca Family of Agencies James Ba	01-61259-0108944	0700	х							Х	х	х		х													
Literacy First Charter	Literacy First Charter	37-10371-6119119	0405	x			х	хх	х	х	х					×	х	х	х					х		х		
Lodestar: A Lighthouse Community Charter P	ub Lodestar: A Lighthouse Community Charter Pub	01-61259-0134015	1783	х		х	х			х		Х			Х									х		х		
LPS Oakland R & D Campus	LPS Oakland R&D Campus	01-61259-0126748	1449	x			х				х	х	x :	x	х									х		х		
LPS Oakland R & D Campus	NPS Day: Phillips Academy (LPS Oakland R&D	01-61259-0126748	1449	х							х	Х			х									х		х		
MAAC Community Charter	MAAC Community Charter	37-68411-3731304	0303	x							х													х	х	х		
Magnolia Science Academy	Magnolia Science Academy	19-10199-6119945	0438	x			х	х		х	х	Х				х	х											

CDE Official Local Educational Agency Name	School or Site Name	County/District/ School Code (xx-xxxxx-xxxxxx)	Charter Number (if applicable) (xxxx)	330 210 220	230 240 250 260	270 340 350	415	425 435 436	445	450	460 510	515	520 52	25 530	535 !	540 545 610	710 7	15 720	725 73	30 735	740 7	45 750	755 76	0 820	830	840 85	0 855	860 865	870 890	900
Magnolia Science Academy 2	Magnolia Science Academy 2	19-10199-0115212	0906	x			Х			х		х																		
Magnolia Science Academy 3	Magnolia Science Academy 3	19-10199-0115030	0917	x			Х			х	х	х			Х		х													
Magnolia Science Academy 5	Magnolia Science Academy 5	19-10199-0137679	0987	х			х	x		х	х	х					х							х		х				
Magnolia Science Academy San Diego	Magnolia Science Academy San Diego	37-68338-0109157	0698	х			х	х		х	х	х		х																
Making Waves Academy	Making Waves Academy	07-10074-0114470	0868	х		х	х	х х		х	х х	x	х	х										х		х				
Making Waves Academy	NPS Day: Seneca Center of Agencies Catalyst.	07-10074-0114470	0868	х							х	х	Х	х	Х														х	
Manzanita Middle	Manzanita Middle	07-10074-6118368	0333	х			х																							
McGill School of Success	McGill School of Success	37-68338-6113211	0095	х			Х	х		х		х		х																
Millennium Charter	Millennium Charter	39-75499-0102392	0606	х			х	x			х													х	х	х			х	
Mirus Secondary	Mirus Secondary	36-75044-0114389	0885	х			х	х		х	x		х				х	х			х			x	х	х				
Mission Academy	Mission Academy	19-75309-0137786	1972				х																							
Mission Academy	Mission Academy - Online	19-75309-0137786	1972	х			Х			х	х	х	х	х	Х									х		х				
Mission Preparatory	Mission Preparatory	38-68478-0123505	1270	x			х			х	х	х	х		х															
Mission Preparatory	NPS Day: Spectrum Center Peninsula Campus (38-68478-0123505	1270	х			Х			х																				
Mission Preparatory	OPS: Leonard R. Flynn Elementary School (Mis	38-68478-0123505	1270	x			х				х		х		Х															
Mission View Public	Mission View Public School - Canyon Country H	19-65136-0114439	0888	х			Х	х		Х	х													х		х				
Mission View Public	Mission View Public School - Canyon Country In	19-65136-0114439	0888	x			х				х	х		х			х	х						х	Х	х				
Mission View Public	Mission View Public School - Citrus Campus	19-65136-0114439	0888	х			Х				х	х		х			х							х		х				
Mission Vista Academy	Mission Vista Academy	33-66993-0139360	2049	х		x x	х	х	х	х	х х	х	х	х	х		х	х	х		х			х	х	х		х	х	
Monarch River Academy	Monarch River Academy	54-71811-0139477	2057	х			Х	х	х	х	х х	х	х						Х	x	х			х	Х	х	Х	х	х	
Museum	Museum	37-68338-6115570	0081	x			х	х	х	х	х	х		х	Х			х												
Nea Community Learning Center	Nea Community Learning Center	01-61119-0119222	1066	х		х	Х		х	х	х	х	х	х	Х									х		х			х	
Nea Community Learning Center	NPS Day: Springstone School, The (Community	01-61119-0119222	1066	x			х		х	х		х																		
New Jerusalem	New Jerusalem	39-68627-0117796	1003	х		х	х				х	х			х															
Nord Country	Nord Country	04-61424-0110551	0729	х			х	х		х	х					x					х									
North Oakland Community Charter	North Oakland Community Charter	01-61259-6117972	0302	х			х			х	х х	х		х	х															
North Valley Military Institute College Prepar	rato North Valley Military Institute College Preparato	19-10199-0100776	0540	х		х	х	х			х	х		х	х		х							х		х				
North Valley Military Institute College Prepar	rato Site Based Day Program: North Valley Military I	19-10199-0100776	0540	х							х				х									х		х				
NOVA Academy - Coachella	NOVA Academy - Coachella	33-73676-0121673	1188	х			х	х	х		х х		х				х	х						х	х	х				
Nova Academy Early College High	Nova Academy Early College High	30-66670-0106567	0632	х			х				х	х												х		х				
Novato Charter	Novato Charter	21-65417-6113229	0089	х			х			х							х													
Oakland Charter Academy	Oakland Charter Academy	01-61259-6111660	0014	х		х	Х	х		х	х	х																		
Oakland Charter High	Oakland Charter High School	01-61259-0114868	0883	x			х				х	х							х	x				х		х				

		County/District/ School	Charter																										
CDE Official Local Educational Agency Name	School or Site Name	Code (xx-xxxxx-xxxxxxx)	Number (if applicable) (xxxx)	330 210 220	230 240 250 260	270 340 350	415	425 435 4	36 445	5 450	460 5°	10 518	5 520	525 530	535	540 545 610	710	715 720	725 73	0 735	740 74	5 750	755 760	820	830 8	840 850	855 8	60 865 8	70 890 900
	Oakland Military Institute College Preparatory A	01-61259-0130617	0349	х			х					x x	x	х	х								х	х	х	х х			
Oakland School for the Arts	Oakland School for the Arts	01-61259-3030772	0340	х		х	х		х	×		x x	:	x		х								х		x			
OCASA College Prep	OCASA College Prep	30-66464-0140061	2084	х			х			х		x x	:																
OCSA	NPS Residential: Heritage Schools, Inc.(OCSA)	30-10306-3030723	0290	х			х					x x	x			х								х		х			
OCSA	OCSA	30-10306-3030723	0290	x		x	х		х	х		x x	x		х		х	х						х	х	х			
Old Town Academy K-8 Charter	NPS Day: Childrenâ??s Workshop (Old Town A	37-68338-0123778	1279	х			х			х		x		х															
Old Town Academy K-8 Charter	Old Town Academy K-8 Charter	37-68338-0123778	1279	х		х	Х	х		х		x	х	х	х		х	х	х										
Opportunities for Learning - Baldwin Park	Vista Real Charter High School - Simi Valley Ca	19-64287-1996479	#N/A	х								x												х		х			
Orange County Academy of Sciences and Art	s Orange County Academy of Sciences and Arts	30-10306-0134056	1799	х		х	х			х		x	х	x	х		Х		х										
Orange County Classical Academy	Orange County Classical Academy	30-66621-0139964	2094	х			х			х							Х												
Orange County Educational Arts Academy	Orange County Educational Arts Academy	30-66670-0109066	0701	х			х			х		x x			х														
Orange County Workforce Innovation High	Orange County Workforce Innovation High Scho	30-10306-0134841	1833	х			х		х	х		x		х			х	х			х			х	х	x		х	х
Oxford Preparatory Academy - Saddleback V	al NPS Day: Mardan School of Educational Therap	30-10306-0133785	1784	х			х			х		х	Х	х															
Oxford Preparatory Academy - Saddleback V	al Oxford Preparatory Academy - Saddleback Vall	30-10306-0133785	1784	х			х	х		х		x x	x	х	х		х												
Oxford Preparatory Academy - South Orange	C NPS Day: Speech and Language Development (30-66464-0124743	1324	х		х	Х		х	×																			
Oxford Preparatory Academy - South Orange	C Oxford Preparatory Academy - South Orange C	30-66464-0124743	1324	х		х	х			x	х	х	x	х	х			х											
Pacific Coast Academy	Pacific Coast Academy	37-68049-0136416	1892	х			х	х	х х	x	x	x x	x		х	х	х	х	x >	(х	х	x	х	х	х
Pacific Springs Charter	Pacific Springs	37-10371-0138016	1989	х		х	х	х		х		x x	:		х			х											
Pacific View Charter	Pacific View Charter	37-73569-3731221	0247	х			х	х		x	х	x x	x	х		х	х	х						х	х	х			х
Palmdale Aerospace Academy	Palmdale Aerospace Academy - Elementary Sc	19-64857-0125377	1367	х			х	х		х		х	:						х										
Palmdale Aerospace Academy	Palmdale Aerospace Academy - High School	19-64857-0125377	1367	х			х	х	х	(x x	x		х		х	х						х	х	x			х
Palmdale Aerospace Academy	Palmdale Aerospace Academy - Middle School	19-64857-0125377	1367	х			х	х	х	х		х	:																
Palmdale Aerospace Academy		19-64857-0125377	1367	х								х	:																
Palmdale Elementary	Assurance Learning Academy - San Fernando	19-64857-0000000	#N/A	х																				х		х			
Paragon Collegiate Academy	Paragon Collegiate Academy	58-72736-0121632	1182	х			х			Х		x x		х	х		Х												
Paseo Grande Charter	Paseo Grande Charter - PG Online	34-67421-0132019	1727	х																				х	х	х			
Peak to Peak Mountain Charter	Peak to Peak Mountain Charter	15-63628-0128504	1575	х			х					х	х	х	х														
Phoenix Charter Academy	Phoenix Charter Academy	45-70169-0136440	1900	х			х	х																х					х
Pivot Charter School - North Bay	Pivot Charter School - North Bay	49-70839-0138065	1985	х			х	х		х		x x		х			Х		х						Х	х			
Pivot Charter School - San Diego II	Pivot Charter School San Diego II	37-73791-0138222	1983	х			х			х		x x												х		х			
Pivot Charter School North Valley II	Pivot Charter School North Valley II	04-61424-0137828	1982	х			х					x x		х										х	Х	х			
Pivot Charter School Riverside	Pivot Charter School Riverside	33-10330-0137836	1984	х			х			х		x												х	х	х			
Plumas Charter	Plumas Charter	32-66969-3230083	0146	х			х			х	х	x												х	Х				x

CDE Official Local Educational Agency Name	School or Site Name	County/District/ School Code (xx-xxxx-xxxxxx)	Charter Number (if applicable)	330	210 220 230	240 250 260	270 340 3	50 415	425 435	436	445 4	50 460	510 51	5 520	525 53	30 535	540 54	5 610 710	715 720	725 7	30 735	5 740 74	5 750 7	55 760	320 830	840 8	50 855 86	60 865 87 _	70 890 900
Preuss School UCSD	The Preuss School UCSD	37-68338-3731189	0169	х				х				х	х			х				х					х х	х			
Primary Charter	Primary Charter	39-75499-0102384	0607	х			X	х				Х				Х													
REACH Leadership STEAM Academy	REACH Leadership STEAM Academy	33-67215-0126128	1409	х				х					х	(X	х	х													
Redding School of the Arts	Redding School of the Arts	45-69948-0134122	1793	х				х	х			х	x x	(х		х		х	х				х				
Redding STEM Academy	Redding STEM Academy	45-10454-0132944	1770	х				х	х			х	×	(х									
Redding STEM Academy	Site Based Day Program: Excel Academy Shas	45-10454-0132944	1770	х									х	X		х													
Richmond Charter Academy	Richmond Charter Academy	07-61796-0126805	1441	х			х	х				х	×	(х				х									
Richmond Charter Elementary-Benito Juarez	Richmond Charter Academy Benito Juarez	07-61796-0129643	1660	х			Х	х		х		х	x x	(
Rising Sun Montessori	Rising Sun Montessori	09-61838-0129965	1655	х				х				х х	x x	(х													
River Charter Schools Lighthouse Charter	River Charter Schools Lighthouse Charter	57-72694-0131706	1659	х				х			х	х х	х		х	х													
River Montessori Elementary Charter	River Montessori Elementary Charter	49-70847-0119750	1086	х				х				х						х											
Rocketship Academy Brilliant Minds	Rocketship Brilliant Minds	43-10439-0125781	1393	х			Х	х	х			х	x x	(х													
Rocketship Alma Academy	Rocketship Alma	43-10439-0125799	1394	х			х	х	х			х	x x	Х		х		х											
Rocketship Delta Prep	Rocketship Delta Prep	07-61648-0137430	1965	х			Х	х	х			х х	x x	X		х													
Rocketship Discovery Prep	Rocketship Discovery Prep Elementary	43-10439-0123281	1193	х			x	х	х			х	x x	(х		х											
Rocketship Fuerza Community Prep	Rocketship Fuerza Community Prep	43-10439-0131110	1687	х			x	х				х	x x	(х		х	х										
Rocketship Futuro Academy	Rocketship Futuro Academy	07-61754-0134072	1805	х			х	х	х			х	х			х													
Rocketship Los Suenos Academy	Rocketship Los Suenos Academy	43-10439-0120642	1127	х				х				х	x x	Х		х													
Rocketship Mateo Sheedy Elementary	Rocketship Mateo Sheedy Elementary	43-10439-0113704	0850	х	х	хх	x	х	х	х		х	x x	Х		х					х								
Rocketship Mosaic Elementary	Rocketship Mosaic Elementary	43-69450-0123299	1192	х			Х	х	х		х	х	x x	(х		х											
Rocketship Redwood City	Rocketship Redwood City	41-69005-0132076	1736	х			x	х	х			х	x x	Х		х													
Rocketship Rising Stars	Rocketship Rising Stars Academy	43-10439-0133496	1778	х			х	х	х			х	×	(х													
Rocketship Si Se Puede Academy	Rocketship Si Se Puede Academy	43-10439-0119024	1061	х				х				х	x x	Х		х													
Rocketship Spark Academy	Rocketship Spark Academy	43-69450-0128108	1526	х			x	Х	х			х	×	(x		х		х	х								
Rocklin Academy	Rocklin Academy Turnstone	31-75085-6118392	0308	х				х				х				х													
Rocklin Academy at Meyers Street	NPS Day: Placer Learning Center (Rocklin Aca	31-75085-0114371	0900	х				Х								x													
Rocklin Academy at Meyers Street	Rocklin Academy Meyers Street	31-75085-0114371	0900	х				х	х			х х				х													
Rocklin Academy at Meyers Street	Rocklin Academy Turnstone	31-75085-0114371	0900	х				х																					
Rocklin Academy Gateway	NPS Day: Sierra Foothills Academy (Rocklin Ac	31-66852-0127928	1528	х				х				х х	х																
Rocklin Academy Gateway	Rocklin Academy Gateway	31-66852-0127928	1528	х				х	х	х	Х	х х	х					х							х				
Rocklin Academy Gateway	Rocklin Academy Turnstone	31-66852-0127928	1528	х				х	х			х																	
Rocklin Academy Gateway	Western Sierra Collegiate Academy	31-66852-0127928	1528	x				х			Х		×	(х									х	х			
Ross Valley Elementary	Ross Valley Charter	21-10215-0135350	1790	х			x	х				х	х	х		х х													

CDE Official Local Educational Agency Name	School or Site Name	County/District/ School Code (xx-xxxx-xxxxxx)	Charter Number (if applicable) (xxxx)	330	210 220 230	240 25	50 26	0 270 340 35	0 41	425 435 4	136 445	450	460 !	510 515	520	525 530 535	540 54	\$5 610 710 71 <u>:</u>	5 720 72	5 730 735 740	745 750	755 760 8	20 83	0 840 850 855 8	60 865 870 890 900
Sacramento Charter High	NPS Day: Capitol Academy (St Hope Sacramer	34-67439-0102038	0596	х										х х									х	х	
Sacramento Charter High	St Hope Sacramento Charter High School	34-67439-0102038	0596	х					Х			х		х		x							х	х	
Sacramento Valley Charter	Sacramento Valley Charter	57-72694-0124875	1338	х				x	Х					х х									х	х	
Samueli Academy	NPS Day: Olive Crest Academy (Samueli Acade	30-10306-0126037	1419	х										х х									х	х	
Samueli Academy	Samueli Academy	30-10306-0126037	1419	х					Х		x	х		х х	х	х)				х	х	
San Diego Cooperative Charter	NPS Day: Sam and Rose Stein Education Cente	37-68338-6119168	0396	х					Х	х		х		х											

SELPA El Dorado County Charter SELPA (0951)

Fiscal Year

2022-23

LOCAL PLAN

Section E: Annual Service Plan SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

2021–22 Local Plan Annual Submission

SELPA: El Dorado County Charter SELPA (0951) Fiscal Year: 2022–23

Local Plan Section E: Annual Service Plan

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

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

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

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

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

■ 330–Specialized Academic Instruction

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

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

Section E: Annual Service Plan			
SELPA: El Dorado County Charter SE	LPA (0951)	Fiscal Year:	2022–23
210–Family Training, Counseling Visits (Ages 0-2 only)	g, Home	■ Service is Not Currer	ntly Provided
Include an explanation as to why the continuum of services available to sto	•	•	e SELPA's
Per Charter Law, Charter LEAs are n Kindergarten	ot eligible to enro	oll students younger than	TK or
220-Medical (Ages 0-2 only)		■ Service is Not Currer	ntly Provided
Include an explanation as to why the continuum of services available to stu	•	•	e SELPA's
Per Charter Law, Charter LEAs are n Kindergarten	ot eligible to enro	oll students younger than	TK or
230–Nutrition (Ages 0-2 only)		■ Service is Not Currer	ntly Provided
Include an explanation as to why the continuum of services available to sto	•	•	e SELPA's
Per Charter Law, Charter LEAs are n Kindergarten	ot eligible to enro	oll students younger than i	TK or
240–Service Coordination (Ages	s 0-2 only)	Service is Not Currer	ntly Provided
Include an explanation as to why the continuum of services available to sto	•	•	e SELPA's
Per Charter Law, Charter LEAs are n Kindergarten	ot eligible to enro	oll students younger than	TK or
250–Special Instruction (Ages 0	-2 only)	Service is Not Currel Service is Not Currel	ntly Provided
Include an explanation as to why the continuum of services available to sto	•	•	e SELPA's
Per Charter Law, Charter LEAs are n	ot eligible to enre	oll students younger than	TK or

Section E: Annual Service Plan		
SELPA: El Dorado County Charter SELPA (0951)	Fiscal Year:	2022–23
Kindergarten		
☐ 260–Special Education Aide (Ages 0-2 only)	Service is Not Curre	ntly Provided
Include an explanation as to why the service option is no continuum of services available to students with disabiliti	•	e SELPA's
Per Charter Law, Charter LEAs are not eligible to enroll s Kindergarten	students younger than	TK or
☐ 270–Respite Care (Ages 0-2 only)	Service is Not Curre	ntly Provided
Include an explanation as to why the service option is no continuum of services available to students with disabiliti	•	e SELPA's
Per Charter Law, Charter LEAs are not eligible to enroll s Kindergarten	students younger than	TK or
■ 340–Intensive Individual Instruction		
Provide a detailed description of the services to be provi	ded under this code.	
IEP Team determination that student requires additiona meet his or her IEP goals.	I support for all or part	of the day to
■ 350–Individual and Small Group Instruction		
Provide a detailed description of the services to be provi	ded under this code.	
Instruction delivered one-to-one or in a small group as sindividual(s) to participate effectively in the total school	•	bling the
■ 415–Speech and Language	Service is Not Curre	ntly Provided
Provide a detailed description of the services to be provi	ded under this code.	
Language and speech services provide remedial interved difficulty understanding or using spoken language. The	•	

SELPA: El Dorado County Charter SELPA (0951) Fiscal Year: 2022–23 articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, or expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic or cultural factors are not included. Services include specialized instruction and services: monitoring, reviewing, and consultation, and may be direct or indirect, including the use of a speech consultant. ■ 425–Adapted Physical Education Service is Not Currently Provided Provide a detailed description of the services to be provided under this code. Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports, and rhythms, for strength development and fitness suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully, or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program. 435-Health and Nursing: Specialized Service is Not Currently Provided Physical Health Care Provide a detailed description of the services to be provided under this code. Specialized physical health care services means those health services prescribed by the child's licensed physician and surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (5 CCR Section 3051.12[b]). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration, and glucose testing. 436-Health and Nursing: Other Service is Not Currently Provided Provide a detailed description of the services to be provided under this code. This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do

SELPA: El Dorado County Charter SELPA (0951) Fiscal Yea	ar: 2022–23
not include any physician supervised or specialized health care service. IEP and nursing services are expected to supplement the regular health services	•
■ 445–Assistive Technology Service is Not Cur	rently Provided
Provide a detailed description of the services to be provided under this code.	
Any specialized training or technical support for the incorporation of assistive computer technology, or specialized media with the educational programs to for students. The term includes a functional analysis of the student's needs f technology; selecting, designing, fitting, customizing, or repairing appropriate coordinating services with assistive technology devices; training or technical students with a disability, the student's family, individuals providing educatio services, and employers.	o improve access for assistive e devices;
■ 450–Occupational Therapy	•
Occupational Therapy (OT) includes services to improve student's education postural stability, self-help abilities, sensory processing and organization, en adaptation and use of assistive devices, motor planning and coordination, vi and integration, social and play abilities, and fine motor abilities. Both direct services may be provided within the classroom, other educational settings, or groups or individually, and may include therapeutic techniques to develop at to the student's environment or curriculum, and consultation and collaboration and parents. Services are provided, pursuant to an IEP, by a qualified occupregistered with the American Occupational Therapy Certification Board.	ovironmental sual perception and indirect or the home, in collities, adaptations on with other staff
■ 460–Physical Therapy	•
These services are provided, pursuant to an IEP, by a registered physical the physical therapist assistant, when assessment shows a discrepancy betwee performance and other educational skills. Physical therapy includes, but is n control and coordination, posture and balance, self-help, functional mobility, use of assistive devices. Services may be provided within the classroom, oth settings or in the home, and may occur in groups or individually. These services	erapist, or en gross motor ot limited to, motor accessibility and ner educational

adaptations to the student's environment and curriculum, selected therapeutic techniques and

activities, and consultation and collaborative interventions with staff and parents.

SELPA: El Dorado County Charter SELPA (0951) Fiscal Year: 202	22–23
■ 510–Individual Counseling	
Provide a detailed description of the services to be provided under this code.	
One-to-one counseling, provided by a qualified individual pursuant to an IEP. Coun focus on such student aspects as education, career, personal, or be with parents of members on learning problems or guidance programs for students. Individual counsexpected to supplement the regular guidance and counseling program.	r staff
■ 515–Counseling and Guidance	Provided
Provide a detailed description of the services to be provided under this code.	
Counseling in a group setting, provided by a qualified individual pursuant to an IEP counseling is typically social skills development, but may focus on such student aspeducation, career, personal, or be with parents or staff members on learning proble guidance programs for students. IEP required group counseling is expected to suppregular guidance and counseling program. Guidance services include interpersonal intrapersonal, or family interventions, performed in an individual or group setting by individual pursuant to an IEP. Specific programs include social skills development, building, parent training, and assistance to special education students supervised be credentialed to serve special education students. These services are expected to set the regular guidance and counseling program.	pects as ems or plement the il, v a qualified self-esteem by staff
■ 520-Parent Counseling Service is Not Currently F	Provided
Provide a detailed description of the services to be provided under this code.	
Individual or group counseling provided by a qualified individual pursuant to an IEP the parent(s) of special education students in better understanding and meeting the needs and may include parenting skills or other pertinent issues. IEP required pare counseling is expected to supplement the regular guidance and counseling program	eir child's ent
■ 525–Social Worker	Provided
Provide a detailed description of the services to be provided under this code.	
Social work services, provided by a qualified individual pursuant to an IEP, include, limited to, preparing a social or developmental history of a child with a disability, graindividual counseling with the child and family, working with those problems in a child	oup and

SELPA: El Dorado County Charter SELPA (0951) Fiscal Year: 2022-23 situation (home, school, and community) that affect the child's adjustment in school, and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program. ■ 530–Psychological Service is Not Currently Provided Provide a detailed description of the services to be provided under this code. These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results for parents and staff in implementing the IEP, obtaining and interpreting information about child behavior and conditions related to learning, and planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. IEP required psychological services are expected to supplement the regular guidance and counseling program. ■ 535–Behavior Intervention Service is Not Currently Provided Provide a detailed description of the services to be provided under this code. A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment. ■ 540–Day Treatment Provide a detailed description of the services to be provided under this code. Structured education, training, and support services to address the student's mental health needs. ■ 545–Residential Treatment Provide a detailed description of the services to be provided under this code. A 24-hour, out-of-home placement that provides intensive therapeutic services to support the educational program.

SELPA: El Dorado County Charter SELPA (0951) Fiscal Year: 2022–23
610–Specialized Service for Low Incidence Disabilities Service is Not Currently Provided
Provide a detailed description of the services to be provided under this code.
Low incidence services are defined as those provided to the student population who have orthopedic impairment (OI), visual impairment (VI), who are deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or an itinerant teacher/specialist. Consultation is provided to the teacher, staff, and parents as needed. These services must be clearly written in the student's IEP, including frequency and duration of the services to the student.
■ 710–Specialized Deaf and Hard of Hearing Service is Not Currently Provided
Provide a detailed description of the services to be provided under this code.
These services include speech therapy, speech reading, auditory training, and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel.
■ 715–Interpreter
Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter. This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student.
■ 720–Audiological Service is Not Currently Provided
Provide a detailed description of the services to be provided under this code.
These services include measurements of acuity, monitoring amplification, and frequency modulation system use. Consultation services with teachers, parents, or speech pathologists must be identified in the IEP as to reason, frequency, and duration of contact; infrequent contact is considered assistance and would not be included.
■ 725–Specialized Vision Service is Not Currently Provided

SELPA:	El Dorado County Charter SELPA (0951)	Fiscal Year:	2022–23
Provid	de a detailed description of the services to be p	provided under this code	
This is assessed concernation may is trans	is a broad category of services provided to studestional reactional vision; curriculum modificational needs including Braille, large type, and ept development and academic skills; communing and writing; and social, emotional, career, vinclude coordination of other personnel providing cribers, readers, counselors, orientation and mothers, and collaboration with the student's class	dents with visual impairme ations necessary to meet the aural media; instruction in hication skills including altewocational, and independering services to the students hobility specialists, career/v	ne student's areas of need; rnative modes of at living skills. It s such as
1 7	30–Orientation and Mobility	Service is Not Curre	ently Provided
Provid	de a detailed description of the services to be p	provided under this code.	
how t	ents with identified visual impairments are train to move. Students are trained to develop skills pendently around the school and in the commu nts regarding their children requiring such servi	to enable them to travel sa nity. It may include consult	afely and
	35–Braille Transcription	Service is Not Curre	ently Provided
Provid	de a detailed description of the services to be p	provided under this code.	
tests,	ranscription services to convert materials from , worksheets, or anything necessary for instruc sh Braille as well as Nemeth Code (mathemati	tion. The transcriber shoul	d be qualified in
1 7	40–Specialized Orthopedic	Service is Not Curre	ently Provided
Provid	de a detailed description of the services to be p	provided under this code.	
	ially designed instruction related to the unique illities, including specialized materials and equi		hopedic
7	45–Reading	Service is Not Curre	ently Provided

ELPA: El Dorado County Charter SELPA (0951)	Fiscal Year: 2022–23
Include an explanation as to why the service opticontinuum of services available to students with	•
There are no students who currently need this s This service will be made available by the LEA/S by the IFSP/IEP team.	
750–Note Taking	Service is Not Currently Provided
Include an explanation as to why the service opticontinuum of services available to students with	·
There are no students who currently need this s This service will be made available by the LEA/S by the IFSP/IEP team.	
■ 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 the student. This may also include dictation worksheets, or anything necessary for instruction	services as it may pertain to textbooks, tests,
760–Recreation Service, Including Therapeutic Recreation	Service is Not Currently Provided
Provide a detailed description of the services to	be provided under this code.
Therapeutic recreation and specialized instruction become as independent as possible in leisure a facilitate the pupil's integration into general recreation.	activities, and when possible and appropriate,
■ 820–College Awareness	Service is Not Currently Provided
Provide a detailed description of the services to	be provided under this code.
College awareness is the result of acts that prorhigher education opportunities, information, and limited to career planning course prerequisites	d options that are available including, but not

SELPA: El Dorado County Charter SELPA (0951) Fiscal Year: 2022–23
B30–Vocational Assessment, Counseling, Guidance, and Career Assessment Service is Not Currently Provided
Provide a detailed description of the services to be provided under this code.
Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist a student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions.
■ 840–Career Awareness
Provide a detailed description of the services to be provided under this code.
Transition services include a provision for self-advocacy, career planning, and career guidance. This also emphasizes the need for coordination between these provisions and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds.
■ 850–Work Experience Education Service is Not Currently Provided
Provide a detailed description of the services to be provided under this code.
Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.
■ 855–Job Coaching Service is Not Currently Provided
Provide a detailed description of the services to be provided under this code.
Job coaching is a service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance.
■ 860–Mentoring Service is Not Currently Provided

SELPA:	El Dorado County Charter SELPA (0951)	Fiscal Year: 2022–23	
.			
Provid	e a detailed description of the services to be	be provided under this code.	
ongoi the le skills.	Mentoring is a sustained coaching relationship between a student and teacher through ongoing involvement. The mentor offers support, guidance, encouragement and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal, as in planned, structured instruction, or informal that occurs naturally through friendship, counseling, and collegiality in a casual, unplanned way.		
	65–Agency Linkages (referral and acement)	Service is Not Currently Provided	
Provid	e a detailed description of the services to b	pe provided under this code.	
educa individ Rehal	. •	alized family service plans under part C with ral and State programs, such as title I of the ion), title XIX of the Social Security Act	
	70–Travel and Mobility Training e a detailed description of the services to b	Service is Not Currently Provided be provided under this code.	
Orien	Orientation and mobility service - Means services provided to blind or visuall impaired children by qualified peronnel to enable those students to attain systematic orientation to and safe movement within their environments ins chool, home, and community.		
	90–Other Transition Services	Service is Not Currently Provided	
Provid	e a detailed description of the services to be	pe 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.			
90	900–Other Related Service		
+	Description of the "Other Related Se	rvice"	
	N/A		

Section E: Annual Service Plan

SELPA:	El Dorado County Charter SELPA (0951)	Fiscal Year:	2022–23	
	Qualifications of the Provider Delivering "C	Other Related Service"		
	N/A			

Section E: Annual Service Plan

LOCAL PLAN

Section B: Governance and Administration SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

January 2020

B. Governance and Administration

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

Participating Local Educational Agencies

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

Special Education Local Plan Area—Local Plan Requirements

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

The El Dorado Charter SELPA is composed of local educational agency charters (LEAs) located inside and outside the geographic boundaries of El Dorado County. The El Dorado Charter SELPA has designated the El Dorado County Office of Education as the Responsible Local Agency/Administrative Unit (RLA/AU) and the County Superintendent of Schools as the Superintendent of the RLA/AU. It is the intent of the El Dorado Charter SELPA to provide options for charter schools in terms of SELPA membership. While it is always preferable for a charter school to participate with their geographic SELPA, the Charter SELPA has been developed to allow for a viable alternative for SELPA membership within the State of California.

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:

Upon entry into the Charter SELPA, the governing board for each LEA charter shall approve the Agreement for Participation and the Local Plan for Special Education. The Charter SELPA Local Plan is approved by the SELPA governing board (CEO Council) with review from the County Superintendent of Schools for El Dorado County.

Amendments to the Local Plan to revise LEA membership shall be approved through the process as identified in Charter SELPA policies.

The CEO Council will hold the required public hearings and approve the Annual Service Plan and the Annual Budget Plan.

As described within the Local Plan and adopted policies of the Charter SELPA, the Boards of Education delegates the ongoing policy-making process, the Allocation Plan process, and administrative procedures for carrying out that responsibility to the governance structure of the Charter SELPA.

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

The Charter SELPA CEO Council membership consists of the CEO or designee of each charter LEA member. Each charter LEA member has one vote. Organization partners that operate more than one charter school, may have a single representative for all schools operated, but such representative shall have a number of votes equal to the number of charter LEAs represented.

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

A majority of the LEAs present at a regularly scheduled and posted CEO Council meeting shall constitute a quorum.

The Charter SELPA CEO Council will meet regularly with the El Dorado County Superintendent of Schools and/or designee to direct and supervise the implementation of the Local Plan. The Council has exclusive authority to make and take all reasonable and appropriate steps to implement all decisions which may have a material effect on any and/or all Charter SELPA policies, practices, operations, organization, services, functions, and any other purpose related to the purpose for which the Charter SELPA is established. A minimum of two meetings per year will be held.

The Charter SELPA CEO Council is responsible to approve Charter SELPA policies and administrative regulations.

The Charter SELPA CEO Council is responsible to approve the Allocation Plan, which is the framework for distribution of funds within the Charter SELPA.

Material changes to the Local Plan, other than for membership changes, shall be approved by the Charter SELPA CEO Council and reviewed by the El Dorado County Superintendent of Schools.

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

The El Dorado Charter SELPA has designated the El Dorado County Office of Education as the Responsible Local Agency/Administrative Unit (RLA/AU) and the County Superintendent of Schools as the Superintendent of the RLA/AU. The Charter SELPA administrative unit coordinates and implements the local plan under the supervision of the County Superintendent

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SELPA	El Dorado Charter SELPA	Fiscal Year	2020-21
of Sc	chools.		

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

Per CEO Council Policy 22, any charter school may apply to the Charter SELPA to become an LEA member of the SELPA. The Charter SELPA will establish an annual timeline for submission of applications. Once granted membership, the charter LEA will participate in the governance of the SELPA in the same manner as all other charter LEA members in the SELPA. The timeline for submission may be amended by the Charter SELPA RLA/AU Superintendent/designee for unique circumstances, including State Board of Education charter approvals. The applicant, not an expansion of an existing member, will be deemed a member of the SELPA upon approval of the Charter SELPA Selection Committee. The applicant charter LEA board must also take action to approve membership. The Charter SELPA Selection Committee will inform the CEO Council members of their decision. Applications for additional schools of a current Charter SELPA member, shall be approved by the Charter SELPA RLA/AU Designee, pursuant to AR 22, and are not required to be reviewed by the Charter SELPA Selection Committee. Because they are current members, the Charter SELPA RLA/AU Designee has significant documentation available to assess the new charter LEA capacity. The applicant member, an expansion of an existing member, will be deemed a member of the SELPA after approval by the Charter SELPA RLA/AU Designee. The applicant member charter LEA board must also take action to approve membership.

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:

The Community Advisory Committee shall be composed of parents of individuals with exceptional needs, enrolled in public or private schools, parents of other pupils enrolled in school, pupils and adults with disabilities, regular education teachers, special education teachers and other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs. Terms of CAC participation are outlined in the CAC bylaws.

Because of the geographic diversity within the El Dorado Charter SELPA, meetings may take place through teleconference. For purposes of this section, "teleconference" means a meeting where the members are in different locations, connected by electronic means, through either audio, video, or both.

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

The purpose of the Community Advisory Committee shall be to act in support of individuals with exceptional needs by representing broad interests in the community and promoting maximum interaction of parents and community members with the the LEA charter schools in accordance with the Education Code and the El Dorado Charter Local Plan. Per the CAC bylaws, the Community Advisory Committee may be composed of parents of individuals with exceptional needs, enrolled in public or private schools, parents of other pupils enrolled in school, pupils and adults with disabilities, regular education teachers, special education teachers and other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs pursuant to EC Section 56193. Through the regularly scheduled CAC meetings, the SELPA will ensure that the development, amendment, and review of the Local Plan pursuant to EC sections 56205(a)(12)(E) and 56194. The CAC will be given at least 30 days to conduct a review. The SELPA shall review and consider comments from the CAC pursuant to EC section 56205(b)(7).

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

The El Dorado Charter SELPA has designated the El Dorado County Office of Education as the Responsible Local Agency/Administrative Unit (RLA/AU) and the County Superintendent of Schools as the Superintendent of the RLA/AU. The Superintendent oversees the SELPA administrative staff in the receipt and distribution of funds, provision of administrative support, and the coordination and implementation of the SELPA Allocation and Local Plans.

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:

As members of the El Dorado Charter Special Education Local Plan Area (SELPA), each charter (as identified by the CDS (County, District, School) code issued by the State Board of Education) is considered an LEA (Local Education Agency) for purposes of special education. Each charter school, as their own LEA for special education accountability is responsible for the students within their jurisdiction including any and all contractual agreements. There are no additional contractual agreements that supersede education code.

- 10. For multi-LEA local plans, specify:
 - a. The responsibilities of each participating COE and LEA governing board in the policymaking process:

The Charter SELPA CEO Council membership consists of the CEO or designee of each charter LEA member. Each charter LEA member has one vote. Organization partners that operate more than one charter school may have a single representative for all schools operated, but such representative shall have a number of votes equal to the number of charter LEAs represented.

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

A majority of the LEAs present at a regularly scheduled and posted CEO Council meeting shall constitute a quorum.

The Charter SELPA CEO Council will meet regularly with the El Dorado County Superintendent of Schools and/or designee to direct and supervise the implementation of the Local Plan. The Council has exclusive authority to make and take all reasonable and appropriate steps to implement all decisions which may have a material effect on any and/or all Charter SELPA policies, practices, operations, organization, services, functions, and any other purpose related to the purpose for which the Charter SELPA is established. A minimum of two meetings per year will be held.

The Charter SELPA CEO Council is responsible for approving Charter SELPA policies and administrative regulations.

The Charter SELPA CEO Council is responsible for approving the Allocation Plan, which is the framework for distribution of funds within the Charter SELPA.

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

The El Dorado Charter SELPA has designated the El Dorado County Office of Education as the Responsible Local Agency/Administrative Unit (RLA/AU) and the County Superintendent of Schools as the Superintendent of the RLA/AU. The Charter SELPA administrative unit coordinates and implements the local plan under the supervision of the County Superintendent of Schools. Each LEA CEO representative is responsible per the SELPA Participation Agreement for the review and implementation of the local plan.

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

Upon entry into the Charter SELPA, the governing board for each LEA charter shall approve the Agreement for Participation and the Local Plan for Special Education. The Charter SELPA Local Plan is approved by the CEO Council and reviewed by the El Dorado County Superintendent of Schools. Each Charter LEA and the COE as the RLA/AU is responsible for the coordination of the administration of the local plan. Adopted policies of the Charter SELPA, the LEAs Boards of Education delegates the ongoing policy-making process, the Allocation Plan process, and administrative procedures for carrying out that responsibility to the governance structure of the Charter SELPA.

- 11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:
 - a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan:

The El Dorado County Office of Education Superintendent of Schools, as the RLA/AU, is responsible for the hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the RLA/AU.

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

Funds received by the El Dorado Charter SELPA from Part B of the IDEA shall be expended in accordance with the applicable provisions of the IDEA and shall be used to supplement, and not to supplant State, local and other Federal funds.

State and federal funds received by the RLA/AU and El Dorado Charter SELPA are allocated and distributed among the local educational agencies in the SELPA, according to the El Dorado Charter SELPA adopted Allocation Plan.

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

The Charter LEA shall ensure that the individualized education program team for any student with a disability includes the following members:

- 1. One or both of the student's parents/guardians, and/or a representative selected by the parent/guardian.
- 2. If the student is or may be participating in the regular education program, at least one regular education teacher. If more than one regular education teacher is providing instructional services to the student, the Charter LEA may designate one such teacher to represent the others.

- 3. At least one special education teacher or, where appropriate, at least one special education provider working with the student
- 4. A representative of the Charter LEA who is:
- a. Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities.
- b. Knowledgeable about the general education curriculum.
- c. Knowledgeable about the availability of Charter LEA and/or special education local plan area (SELPA) resources.
- d. Has the authority to commit Charter LEA resources and ensure that whatever services are set out in the IEP will be provided.
- 5. An individual who can interpret the instructional implications of assessment results This individual may already be a member of the team as described in items 2-4 above or in item 6 below.

Note: Pursuant to Education Code 56341 and 34 CFR 300.321, the determination as to whether an individual identified in item 6 below has "knowledge or special expertise" must be made by the party (either the Charter LEA or parent) who invited the individual to the IEP team meeting.

- 6. At the discretion of the parent/guardian or Charter LEA, other individuals who have knowledge or special expertise regarding the student, including related services personnel, as appropriate (The determination of whether the individual has knowledge or special expertise regarding the student shall be made by the party who invites the individual to be a member of the IEP team. (Ed. Code § 56341)
- 7. Whenever appropriate, the student with a disability
- 8. For transition service participants:
- a. The student, of any age, with a disability if the purpose of the meeting is the consideration of the student's postsecondary goals and the transition services needed to assist the student in reaching those goals. If the student does not attend the IEP team meeting, the Charter LEA shall take other steps to ensure that the student's preferences and interests are considered.
- b. To the extent appropriate, and with the consent of the parent/guardian, a representative of any other agency that is likely to be responsible for providing or paying for transition services.
- c. If a representative of a local agency has been invited but does not attend the meeting, the Charter LEA shall take steps to obtain participation of the agency in the planning of any transition services. (Ed. Code § 56341)
- 9. For students suspected of having a specific learning disability at least one individual who is qualified to conduct individual diagnostic examinations of the student, such as a school psychologist, speech language pathologist, or remedial reading teacher. In addition, at least one team member other than the student's regular education teacher shall observe the student's academic performance in the regular classroom setting. If the student is younger than five years or not enrolled in school, a team member shall observe the child in an environment appropriate for a child of that age. 34 CFR §§ 300.308, 300.542; Ed Code § 56341);
- 10. For students who have been placed in a group home by the juvenile court, a representative of the group home
- 11. If a student with a disability is identified as potentially requiring mental health services, the Charter LEA may request the participation of the county mental health program in the IEP team

meeting. (Ed. Code § 56331)

(20 USC § 1414(d)(1); 34 CFR § 300.321; Ed. Code §§ 56341, 56341.2, 56341.5)

Excusal of Team Member

A member of the IEP team shall not be required to attend an IEP team meeting, in whole or in part, if the parent/guardian consents and the Charter LEA agrees, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. If the meeting involves a discussion of the member's area of the curriculum or related service, the IEP team member may be excused from the meeting if the parent/guardian consents in writing to the excusal and the member submits to the parent/guardian and team written input into the development of the IEP prior to the meeting. (20 USC § 1414(d)(1)(C); 34 CFR § 300.321; Ed. Code 56341) Parent/Guardian Participation and Other Rights

The Charter CEO or designee shall take steps to ensure that one or both of the parents/ guardians of the student with a disability are present at each IEP team meeting or are afforded the opportunity to participate. These steps shall include, at minimum, notifying the parents/ guardians of the meeting early enough to ensure that they will have the opportunity to attend and scheduling the meeting at a mutually agreed upon time and place. (34 CFR § 300.322; Ed. Code 56341.5)

The Charter CEO or designee shall send parents/guardians a notice of the IEP team meeting that:

- 1. Indicate the purpose, time, and location of the meeting
- 2. Indicate who will be in attendance at the meeting
- 3. For students beginning at age 16 (or younger than 16 if deemed appropriate by the IEP team):
- a. Indicate that the purpose of the meeting will be the consideration of postsecondary goals and transition services for the student as required by 20 USC, section1414(d)(1)(A)(i)(VIII), 34 CFR, section 300.320(b), and Education Code, section 56345.1
- b. Indicate that the Charter LEA will invite the student to the IEP team meeting
- c. Identify any other agency that will be invited to send a representative

At each IEP team meeting convened by the Charter LEA, the Charter LEA administrator or specialist on the team shall provide the parent/guardian and student of the federal and state procedural safeguards (Ed. Code § 56321, 56500.1)

Before any IEP meeting, the parent/guardian shall have the right and opportunity to request to examine all of his/her child's school records. Upon receipt of an oral or written request, the Charter LEA shall provide complete copies of the records within five business days. (Ed. Code§ 56043)

If neither parent/guardian can attend the meeting, the Charter CEO or designee shall use other methods to ensure parent/guardian participation, including video conferences or individual or conference telephone calls. (20 USC 1414(f); 34 CFR 300.322; Education Code 56341.5) An IEP team meeting may be conducted without a parent/guardian in attendance if the Charter LEA is unable to convince the parent/guardian that he/she should attend. In such a case, the Charter LEA shall maintain a record of its attempts to arrange a mutually agreed upon time and place for the meeting, including, but not limited to: (34 CFR § 300.322; Ed. Code § 56341.5) 1. Detailed records of telephone calls made or attempted and the results of those calls

- 2. Copies of correspondence sent to the parent/guardian and any responses received
- 3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits. Parents/guardians and the Charter LEA shall have the right to audiotape the proceedings of IEP team meetings, provided members of the IEP team are notified of this intent at least 24 hours before the meeting. If the Charter LEA gives notice of intent to audiotape a meeting and the parent/guardian objects or refuses to attend because the meeting would be audiotaped, the meeting shall not be audiotaped. Audiotape recordings made by a LEA, SELPA, or county office are subject to the federal Family Educational Rights and Privacy Act (20 USC § 1232g).

Parents/guardians have the right to:

- 1. Inspect and review the audiotapes
- 2. Request that the audiotapes be amended if the parents/guardians believe they contain information that is inaccurate, misleading, or in violation of the student's privacy rights or other rights
- 3. Challenge, in a hearing, information that the parents/guardians believe is inaccurate, misleading, or in violation of the student's privacy rights or other rights (Education Code 56341.1)

The Charter LEA shall take any action necessary to ensure that the parents/guardians understand the proceedings of the meeting, including arranging for an interpreter for parents/guardians with deafness or whose native language is not English. (34 CFR 300.322; Education Code 56345.1)

The Charter LEA shall provide the parents/guardians of a student with disabilities a copy of his/her child's IEP at no cost. (34 CFR 300.322).

The Charter LEA shall adhere to all Federal (IDEA) and State (Education Code) laws regarding the provision of special education programs and services for students that qualify for special education per the IEP process outlined above.

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

The El Dorado County Office of Education is the Responsible Local Agency/Administrative Unit (RLA/AU) for the Charter SELPA. Pursuant to the provisions of Education Code Section 56030 et seq., the RLA/AU shall receive and distribute regionalized service funds, provide administrative support and coordinate the implementation of the El Dorado Charter Local Plan for Special Education and the CEO Council approved Allocation Plan. The RLA/AU shall perform such services and functions required to accomplish the goals set forth in the plans, including development of the Annual Service and Budget Plans.

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

Specialized equipment and services is provided at the school site associated with the Charter LEA, where the Individualized Education Program (IEP) team has determined is the most appropriate free and appropriate public education in the least restrictive environment.

Policies, Procedures, and Programs

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

1. Free Appropriate Public Education: 20 <i>USC</i> Section 1412(a)(1)		
Policy/Procedure Number:	CEO Policy 1	
Document Title:	Comprehensive Local Plan for Special Education	
Document Location:	https://charterselpa.org/governance/	

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

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

2. Full Educational Opportunity. 20 000 oction 1412(a)(2)		
Policy/Procedure Number:	CEO Administrative Regulation 1	
Document Title:	Comprehensive Local Plan for Special Education	
D (1 ()	•	
Document Location:	https://charterselpa.org/governance/	

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Policy/Procedure Number: | CEO Policy 2

SELDA EL Dorado Charter SELDA

3. Child Find: 20 USC Section 1412(a)(3)				
	es O No			
orograms		is LEA that all children with dis programs, and services availat s stated:		
			-	
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Document Title: Identification and Evaluation of Individuals for Special Education

Document Location: https://charterselpa.org/governance/

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

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

The Governing Board of each member LEA recognizes the need to actively seek out and evaluate school age Charter LEA residents who have disabilities, in order to provide them with appropriate educational opportunities in accordance with state and federal law.

Charter schools are currently authorized to serve school-aged students (grades K-12). If at any time the authorization changes, the charter schools would follow all state and federal laws regarding children from age 0-2 and Child Find. Charter schools will assist families and make appropriate referrals for any students they find who would be outside the age or area of responsibility of the Charter schools.

The Charter Chief Executive Officer or designee shall follow SELPA procedures to determine when an individual is eligible for special education services and shall implement the SELPA procedures for special education program identification, screening, referral, assessment, planning, implementation, review, and triennial assessment. (Education Code 56301) The Charter LEAs' process shall prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.

In addition to identifying students with disabilities residing in their district, each districts "Child Find" identification system shall identify highly mobile children with disabilities, such as migrant

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and homeless children. (20 USC § 1412(a)(3).)			
4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP):			

20 USC Section 1412(a)(4)

Policy/Procedure Number:	CEO Policy 3 and CEO Administrative Regulation 3
Document Title:	Individualized Education Program

Document Location: https://charterselpa.org/governance/

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

No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

The Governing Board of each participating LEA shall provide educational alternatives that afford students with disabilities full educational opportunities. Students with disabilities shall receive a FAPE in the least restrictive environment as required by law.

The Charter Chief Executive Officer or designee shall implement the SELPA Procedural Guide. The Procedural Guide outlines the composition of the IEP team, and sets forth procedures regarding the development, review, and revision of the IEP.

The specifics of the IEP process are set out in CEO Administrative Regulation 3

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

Policy/Procedure Number: CEO Administrative Regulation 1 **Document Title:** Comprehensive Local Plan for Special Education Document Location: https://charterselpa.org/governance/

"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

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services cannot be achieve	ed satisfactorily." The policy is adopted by the SELPA as stated:			
6. Procedural Safeguards	s: 20 <i>USC</i> Section 1412(a)(6)			
Policy/Procedure Number:	CEO Policy 4			
Document Title:	Procedural Safeguards			
Document Location:	https://charterselpa.org/governance/			
"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:				
If "NO," provide a brief d	escription of the SELPA's policy related to the provision of law:			
In order to protect the rights of students with disabilities, the Charter LEA shall follow all procedural safeguards as required by law. Parents/guardians shall receive written notice of their rights in accordance with law, Board policy, and administrative regulation. Note: Education Code 56195.8 authorizes the policy to include provisions for involving Charter LEA Board members in any due process hearing procedure activities.				
7. Evaluation: 20 <i>USC</i> Se	ction 1412(a)(7)			
Policy/Procedure Number:	CEO Administrative Regulation 3			
Document Title:	Individualized Education Program			
Document Location:	https://charterselpa.org/governance/			
	s LEA that a reassessment of a child with a disability shall be conducted at rs or more frequently, if appropriate." The policy is adopted by the SELPA			
If "NO," provide a brief d	escription of the SELPA's policy related to the provision of law:			
The Charter CEO or de	esignee shall ensure that the IEP team:			

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the student are being achieved and the appropriateness of placement

1. Reviews the IEP periodically, but at least annually, to determine whether the annual goals for

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- 2. Revises the IEP, as appropriate, to address:
- a. Any lack of expected progress toward the annual goals and in the general curriculum, where appropriate
- b. The results of any reassessment conducted pursuant to Education Code 56381
- c. Information about the student provided to or by the parents/guardians regarding review of evaluation data (34 CFR 305(a)(2) and Education Code 56381(b).)
- d. The student's anticipated needs
- e. Any other relevant matters

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

Policy/Procedure Number:	CEO Policy 5	
Document Title:	Confidentiality of Student Records	
Document Location:	https://charterselpa.org/governance/	

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

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

The Charter LEA Governing Board recognizes the importance of keeping accurate, comprehensive student records as required by law. Procedures for maintaining the confidentiality of student records shall be consistent with state and federal law. The Charter CEO or designee shall establish regulations governing the identification, description and security of student records, as well as timely access for authorized persons. These regulations shall ensure parental rights to review, inspect and copy student records. In addition, the regulations will ensure and shall protect the privacy rights of student and the student's family.

The Charter CEO or designee shall designate a certificated employee to serve as custodian of records for student records at the Charter LEA level. At each school, the principal or a certificated designee shall act as custodian of records for students enrolled at that school. The custodian of records shall be responsible for implementing Board policy and administrative regulation regarding student records. (5 CCR § 431)

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

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Policy/Procedure Number:	CEO Policy 6		
Document Title:	Part C - Transition		
Document Location:	https://charterselpa.org/gove	rnance/	
Individuals with Disabilities programs, experience a sm consistent with 20 <i>USC</i> Second birthday."The policy is adop	LEA that children participating Education Act (IDEA), Part C, ooth and effective transition to ction 1437(a)(9). The transition ted by the SELPA as stated:	and who will participate preschool programs in a	in preschool a manner
Yes No	escription of the SELPA's policy	related to the provision o	flow
1 -		•	
Policy/Procedure Number:	CEO Policy 7		
Document Title:	Students with Disabilities En	rolled by their Parents in	Private School
Document Location:	https://charterselpa.org/gove	rnance/	
parents in private schools sl LEA coordinated procedures purpose of providing specia	LEA to assure that children with nall receive appropriate specials. The proportionate amount of leducation services to childrenats." The policy is adopted by the	l education and related se f federal funds will be allo n with disabilities voluntari	ervices pursuant to cated for the
• Yes No			
11. Local Compliance Ass	surances: 20 <i>USC</i> Section 14	412(a)(11)	
Policy/Procedure Number:	CEO Policy 8		
Document Title:	Compliance Assurances		
Document Location:	https://charterselpa.org/gove	 rnance/	

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(district/county) and is the k and that the agency(ies) he laws and-regulations, include	LEA that the local plan shall be pasis for the operation and admin erein represented will meet all ap ding compliance with the IDEA; the and the provisions of the Califor	nistration of special edu oplicable requirements the Federal Rehabilitati	ucation programs, of state and federa on Act of 1973,
12. Interagency: 20 USC S	Section 1412(a)(12)		
	CEO Policy 29 and CEO Admir	nistrative Regulation 29)
Document Title:	Interagency		
Document Location:	https://charterselpa.org/govern	ance/	
coordination are in effect to		ee appropriate public ed	ducation are
Policy/Procedure Number:	CEO Policy 9 and CEO Admini	istrative Regulation 9	
Document Title:	Governance		
Document Location:	https://charterselpa.org/govern	ance/	
and any necessary administ LEA is not eligible for assist	LEA to support and comply with trative support to implement the lance under this part will not be maportunity for a hearing through tated:	ocal plan. A final detern nade without first affordi	nination that aning that LEA with
If "NO," provide a brief de	escription of the SELPA's policy re	elated to the provision o	f law:
	PA member shall comply with the ny necessary administrative sup		

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SELPA El Dorado Charte	er SELPA Fiscal Year 2020-2	1
The local plan shall be	implemented according to CEO Administrative Regulation 9.	
14. Personnel Qualification	ns	
Policy/Procedure Number:	CEO Policy 10	
Document Title:	Personnel Qualifications	
Document Location:	https://charterselpa.org/governance/	
are appropriately and adequ knowledge and skills to serv of action on behalf of an indi qualified or to prevent a pare	LEA to ensure that personnel providing special education related uately prepared and trained, and that those personnel have the cove children with disabilities. This policy shall not be construed to craividual student for the failure of a particular LEA staff person to be rent from filing a State complaint with the California Department of ions." The policy is adopted by the SELPA as stated:	ntent reate a right highly
15. Performance Goals and	d Indicators: 20 USC Section 1412(a)(15)	
Policy/Procedure Number:	CEO Policy 11	
Document Title:	Performance Goals and Indicators	
Document Location:	https://charterselpa.org/governance/	
	s LEA to comply with the requirements of the performance goals e CDE and provide data as required by the CDE." The policy is	

the SELPA as stated:

Yes ○ No

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

Policy/Procedure Number: CEO Policy 12

Document Title: Participation in Assessments

Document Location: https://charterselpa.org/governance/

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

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stated:					
17. Supplementation of Sta	17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17)				
Policy/Procedure Number:	CEO Policy 13				
Document Title:	Supplementation of State, Local and Other Federal Funds				
Document Location:	https://charterselpa.org/governance/				
"It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds." The policy is adopted by the SELPA as stated:					
18. Maintenance of Effort:	20 <i>USC</i> Section 1412(a)(18)				
Policy/Procedure Number:	CEO Policy 14 and Administrative Regulation 14				
Document Title:	Federal Maintenance of Effort Requirement				
Document Location:	https://charterselpa.org/governance/				
and/or combined level of loa	LEA that federal funds will not be used to reduce the level of local funds cal and state funds expended for the education of children with disabilities al laws and regulations." The policy is adopted by the SELPA as stated:				
19. Public Participation: 20	USC Section 1412(a)(19)				
Policy/Procedure Number:	CEO Policy 15				
Policy/Procedure Title:	Public Participation				
Document Location:	https://charterselpa.org/governance/				

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

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Section B: Governance and Administration				
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comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:				
20. Suspension and Expuls	sion: 20 <i>USC</i> Section 1412(a)(22)			
Policy/Procedure Number:	CEO Policy 16			
Document Title:	Suspension/Expulsion			
Document Location:	https://charterselpa.org/governance/			
"The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised." The policy is adopted by the SELPA as stated: Yes No 				
21. Access to Instructional	Materials: 20 <i>USC</i> Section 1412(a)(23)			
Policy/Procedure Number:	CEO Policy 17			
Document Title:	Access to Instructional Materials			
Document Location:	https://charterselpa.org/governance/			
"It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated: • Yes No				
22. Over-identification and	Disproportionality: 20 USC Section 1412(a)(24)			
Policy/Procedure Number:	CEO Policy 18			
Document Title:	Overidentification and Disproportionality			
Document Location:	https://charterselpa.org/governance/			

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

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

Policy/Procedure Number: CEO Policy 19

Document Title: Prohibition on Mandatory Medicine

Document Location: https://charterselpa.org/governance/

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

\odot	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 direct instructional support provided by program specialists; and the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the reference number, document title, and the location (e.g., SELPA office) for each function:

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

Reference Number: CEO Policy 1 and Administrative Regulation 1

Document Title: Comprehensive Local Plan for Special Education

Document Location: https://charterselpa.org/governance/

As members of the El Dorado County Charter Special Education Local Plan Area (SELPA), (hereinafter referred to as Charter SELPA), each charter (as identified by the CDS (County, District, School) code issued by the State Board of Education) is considered an LEA (Local Education Agency) for purposes of special education.

The Charter SELPA further recognizes its' members as single charter partners or organization partners. Single Charter Partner is defined as an entity with one charter CDS code. An Organization Partner is an entity with multiple charters (CDS codes) as members of the Charter

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SELPA. An entity is defined as an organization with one governing board or one CEO (Chief Executive Officer) position. The title of CEO may differ by organization, but the intent is that final decision making in the organization is vested in one leadership position.

As members of the Charter SELPA, each Charter SELPA LEA (Local Education Agency) desires to provide a free and appropriate public education (FAPE) to all school aged K-12 individuals with disabilities, who are enrolled in the charter, including children who have been suspended or expelled or placed by the charter LEA in a nonpublic school or agency services. The SELPA will provide technical support to any Charter LEAs identified as the DOR for students age 18 to 21 who are incarcerated in a county jail and remaining eligible for special education to assist in meeting their obligation. The SELPA may facilitate collaboration with the county jails as requested.

Students shall be referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized. (Education Code 56303)

In order to meet the needs of individuals with disabilities and employ staff with adequate expertise for this purpose, the charter LEA participates as a member of the Special Education Local Plan Area (SELPA).

Description:

The Charter SELPA Local Plan is approved by the Charter CEO Council and reviewed by the El Dorado County Superintendent of Schools. Amendments to the Local Plan to revise LEA membership (additions) shall be approved by the Charter SELPA Selection Committee. Prior to Selection Committee approval, new LEA members shall be approved through the selection process as identified in Policy 22 and AR 22. Termination of membership shall be approved through the termination process as identified in Policy 26 or Policy 27. All membership changes shall be communicated with the Charter SELPA CEO Council at the next regularly scheduled meeting.

The Charter CEO Council will hold the required public hearings and approve the Annual Service Plan and the Annual Budget Plan. Notice of the public hearings shall be posted as required by law.

Upon entry into the Charter SELPA, the Governing Board for each LEA charter shall approve the Charter SELPA Local Plan and the Agreement for Participation.

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Material changes to the Local Plan, other than for membership changes, shall be approved by the Charter SELPA CEO Council and reviewed by the El Dorado County Superintendent of Schools.

The Charter Chief Executive Officer or designee of the charter LEA shall extend the charter LEA's full cooperation to the SELPA. The policies and procedures of the Charter SELPA shall be applied as policies and regulations to all participating charter LEAs.

Charter SELPA policies and administrative regulations are approved by the Charter SELPA CEO Council.

The Charter SELPA shall administer a local plan and administer the allocation of funds. (Education Code 56195). The Charter SELPA CEO Council shall approve all allocation plan decisions that impact the allocation of funds.

2. Coordinated system of identification and assessment:

Reference Number:

CEO Administrative Regulation 2 and Procedural Guide

Document Title:

Identification and Evaluation of Individuals for Special Education

Document Location:

https://charterselpa.org/governance/

http://charterselpa.org/program-support/procedural-guide/

A student shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and used where appropriate. (Education Code 56303) The Charter LEAs shall not determine that a student is eligible for special education if the dominant factor for finding eligibility is lack of appropriate instruction in reading, lack of instruction in mathematics, or limited English Proficiency (20 U.S.C. § 1414(b)(5); Ed. Code, § 56329, subd. (a)(2).) All referrals for special education and related services from school staff shall include a brief reason for the referral and description of the regular program resources that were considered and/ or modified for use with the student, and their effect. (5 CCR § 3021.) Within 15 days of a referral for initial assessment the LEA shall provide student's parent/guardian with a notice of parental rights and a written proposed assessment plan. The 15-day period does not include days between the student's regular school session or term, or days of school vacation in excess of five school days from the date of receipt of the referral. The proposed assessment plan shall meet all of the following requirements: (Education Code 56321) 1. Be in a language easily

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understood by the general public 2. Be provided in the native language of the parent/guardian or other mode of communication used by the parent/guardian unless it is clearly not feasible 3. Explain the types of assessment to be conducted 4. State that no individualized education program (IEP) will result from the assessment without parent/guardian consent Upon receiving the proposed assessment plan, the parent/ guardian shall have at least 15 days to decide whether or not to consent to the initial assessment. The assessment may begin as soon as informed parental consent is received by the respective Charter LEAs. The Charter LEAs shall not interpret parent/guardian consent for initial assessment as consent for initial placement or initial provision of special education services. (Education Code 56321; 34 CFR 300.505) However, an individualized education program required as a result of an assessment of a pupil shall be developed within 30 days after the commencement of the subsequent regular school year as determined by each Charter LEA's school calendar for each pupil for whom a referral has been made 30 days or less prior to the end of the regular school year. In the case of pupil school vacations, the 60-day time shall recommence on the date that pupil schooldays reconvene. A meeting to develop an initial individualized education program for the pupil shall be conducted within 30 days of a determination that the pupil needs special education and related services pursuant to paragraph (2) of subsection (b) of Section 300.343 of Title 34 of the Code of Federal Regulations. (Education Code 56344) If a parent/guardian refuses to consent to the initial evaluation or failed to respond to the request to provide consent, the Charter LEAs may pursue an evaluation by utilizing the mediation and due process procedures found at 20 USC § 1415 and in accordance with Education Code, sections 56501, subd. (a) (3), and 56506, subd. (e). See BP/AR 6159.1 - Procedural Safeguards and Complaints for Special Education) In the event that authorized parent does not consent to an initial evaluation the Charter LEAs shall not considered in violation of the requirement to provide FAPE. In addition, the Charter LEAs is not required to convene an IEP team meeting or to develop an IEP for that child. (20 USC § 1414(a)(1).) Informed parental consent means that the parent/guardian: 1. Has been fully informed of all information relevant to the activity for which consent is sought, in his/ her native language or other mode of communication 2. Understands and agrees, in writing, to the assessment 3. Understands that the granting of consent is voluntary on his/her part and may be revoked at any time (34 CFR § 300.500) If the student is a ward of the state and is not residing with his/her parents/guardians, the Charter LEAs shall make reasonable efforts to obtain informed consent from the parent/ guardian as defined in 20 USC, section 1401 for an initial evaluation to determine whether the student is a student with a disability. (20 USC §

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Description:

1414(a)(1)) The Charter LEAs shall not be required to obtain informed consent from the parent/guardian of a student for an initial evaluation to determine whether the student is a student with a disability if any of the following situations exists 1. Despite reasonable efforts to do so, the Charter LEAs cannot discover the whereabouts of the parent/guardian of the student. 2. The rights of the parent/guardian of the student have been terminated in accordance with California law. 3. The rights of the parent/guardian to make educational decisions have been subrogated by a judge in accordance with California law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the student. (Education Code 56301; 20 USC 1414(a)(1)) As part of the assessment plan, the parent/guardian shall receive written notice that: 1. Upon completion of the administration of tests and other assessment materials, an IEP team meeting that includes the parent/ guardian or his/her representative shall be scheduled pursuant to Education Code, section 56341. At this meeting, the team shall determine whether or not the student is a student with disabilities as defined in Education Code, section 56026 and shall discuss the assessment, the educational recommendations, and the reasons for these recommendations. A copy of the assessment report and the documentation of determination of eligibility shall be given to the parent/ guardian. 2. If the parent/guardian disagrees with an assessment obtained by the Charter LEAs, the parent/guardian has the right to obtain, at public expense, an independent educational assessment of the student from qualified specialists, in accordance with 34 CFR §300.502. If the Charter LEAs observed the student in conducting its assessment, or if its assessment procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to the independent educational assessment. This equivalent opportunity shall apply to the student's current placement and setting as well as observation of the Charter LEA's proposed placement and setting, regardless of whether the independent educational assessment is initiated before or after the filing of a due process hearing proceeding. 3. The Charter LEAs may initiate a due process hearing pursuant to Education Code 56500- 56508 to show that its assessment is appropriate. If the final decision resulting from the due process hearing is that the assessment is appropriate, the parent/guardian maintains the right for an independent educational assessment but not at public expense. If the parent/guardian obtains an independent educational assessment at private expense, the results of the assessment shall be considered by the Charter LEAs with respect to the provision of a free appropriate public education to the student, and may be presented as evidence at a due process hearing regarding the student. If the Charter LEAs observed the student in conducting its assessment, or if its

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assessment procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to an independent educational assessment of the student in the student's current educational placement and setting, if any, proposed by the Charter LEAs, regardless of whether the independent educational assessment is initiated before or after the filing of a due process hearing. 4. If a parent/guardian proposes a publicly financed placement of the student in a nonpublic school, the Charter LEAs shall have an opportunity to observe the proposed placement and, if the student has already been unilaterally placed in the nonpublic school by the parent/ guardian, the student in the proposed placement. Any such observation shall only be of the student who is the subject of the observation and may not include the observation or assessment of any other student in the proposed placement unless that student's parent/guardian consents to the observation or assessment. The results of any observation or assessment of another student in violation of Education Code, section 56329(d) shall be inadmissible in any due process or judicial proceeding regarding the free appropriate public education of that other student. (Education Code 56329; 34 CFR 300.502) An IEP required as a result of an assessment shall be developed within a total time not to exceed 60 days from the date of the receipt of the parent/guardian's consent for assessment, unless the parent/guardian agrees to an extension in writing. The 60-day period does not include any days between the student's regular school sessions/terms, or days of school vacation in excess of five school days. (Ed Code § 56043) However, when a referral is made within 30 days of the end of the regular school year, an IEP required as a result of an assessment shall be developed within 30 days after the commencement of the subsequent regular school year as determined by each district's school calendar. In the case of school vacations, the 60-day time shall recommence on the date that school reconvenes. (Ed. Code § 56344 (a).) A meeting to develop an initial IEP for the pupil shall be conducted within 30 days of a determination that the pupil needs special education and related services. (Ed. Code §§ 56043(f)(2); 56344 (a).) Before entering kindergarten or first grade, children with disabilities who are in a preschool program shall be reassessed to determine if they still need special education and services. The IEP teams shall identify a means of monitoring the continued success of children who are determined to be eligible for less intensive special education programs to ensure that gains made are not lost by a rapid removal of individualized programs and supports for these individuals. (Ed. Code § 56445)

3. Coordinated system of procedural safeguards:

Reference Number: CEO Administrative Regulation 4 and Procedural Guide

Document Title: Procedural Safeguards and Complaints for Special Education

Document Location: https://charterselpa.org/governance/http://charterselpa.org/program-support/procedural-guide/

Under California law, due process hearings pursuant to the IDEA (20) USC 1400-et seq) are held only at the state level. Related rights and procedures for due process are set forth in Education Code §§ 56501et. Seq. and 5 CCR §§ 3080 et. seq. When California law provides greater protections to students and parents, it supersedes federal law. Due process hearing rights extend to the student only if he/she is an emancipated student or a ward or dependent of the court with no available parent or surrogate parent. (Ed. Code § 56501; see AR 6159.3 - Appointment of Surrogate Parent for Special Education Students.) Informal ADR Process/Pre-Hearing Mediation Conference Before requesting a due process hearing, the Charter Chief Executive Officer or designee of the Charter LEA and a parent/guardian may agree to meet informally to resolve any dispute relating to the identification, assessment or education and placement of a student with disabilities. The Charter Chief Executive Officer or designee shall have the authority to resolve the dispute through an informal alternative dispute resolution ("ADR") process. (Ed. Code § 56502) In addition, either party may file a request with the Superintendent of Public Instruction for a Pre- Hearing Mediation Conference (commonly referred to as "mediation only") to be conducted by a person designated by the California Department of Education. Based on the Pre-Hearing Mediation Conference, the Charter Chief Executive Officer or designee may resolve the issue(s) in any manner that is consistent with state and federal law, and is to the satisfaction of both parties. (Education Code 56500.3) Attorneys may not attend the Informal ADR session or the Prehearing Mediation Conference. Attorneys may attend, or otherwise participate in, only those mediation conferences that are scheduled pursuant to a request for a due process hearing. (Ed. Code §§ 56500.3, 56501) If the parties do not resolve their dispute through Informal ADR and/or a Pre-Hearing Mediation Conference, either party may file a request for a due process hearing. Due Process Complaint Notice and Hearing Procedures Due process hearing procedures may be initiated by a parent/guardian, the Charter LEA, and/or a student who is emancipated or a ward or dependent of the court, under the following circumstances. 1. There is a

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proposal to initiate or change the identification, assessment or educational placement of the student or the provision of a free, appropriate public education to the student 2. There is a refusal to initiate or change the identification, assessment or educational placement of the student or the provision of a free, appropriate public education to the student 3. The parent/guardian refuses to consent to an assessment of his/her child; and/ or 4. There is a disagreement between a parent/guardian and the Charter LEA regarding the availability of a program appropriate for the student, including the question of financial responsibility. (20 USC § 1415(b); Education Code 56501) Prior to initiating a due process hearing, the party requesting the hearing, or the party's attorney, must provide the opposing party a confidential due process complaint notice, specifying: 1. The student's name 2. The student's address or, in the case of a student identified as homeless pursuant to the McKinney-Vento Homeless Assistance Act (42 USC 11434a(2)), any available contact information for that student 3. The name of the school the student attends 4. A description of the nature of the student's problem relating to the proposed or refused initiation or change, including facts relating to the problem 5. A proposed resolution to the problem to the extent known and available to the complaining party at the time (20 USC § 1415(b); 34 CFR § 300.508 (b).) Resolution Session When a parent seeks to initiate a request for due process, before their request is filed, they must provide the Charter LEA with the opportunity to resolve the matter by convening a resolution session, which is a meeting between the parents and the relevant members of the IEP team who have specific knowledge of the facts identified in the due process hearing request. (20 USC § 1415[f][1][B]; 34 CFR § 300.510) The Charter LEA has fifteen (15) days from the date it received the parents' due process hearing request to convene the resolution session. The sessions shall include a representative of the LEALEA who has decision-making authority and not include an attorney of the school LEA unless the parent is accompanied by an attorney. The parent of the child may discuss the due process hearing issue and the facts that form the basis of the due process hearing request. The resolution session is not required if the parent and the Charter LEA agree in writing to waive the meeting. If the Charter LEA has not resolved the due process hearing issue within thirty (30) days, the due process hearing may occur. If a resolution is reached, the parties shall execute a legally binding agreement. (20 USC § 1415[f][1][B]; 34 CFR § 300.51) A due process complaint must be filed within two years of the date that the parent/guardian or Charter LEA knew or should have known about the situation that forms the basis of the complaint.Response to the Due Process Hearing Request If the Charter LEA has not sent a prior written notice to the parent/guardian regarding

Description:

the subject matter contained in the parent/guardian's due process complaint notice, the Charter LEA shall send a response to the parent/ guardian within 10 days of receipt of the complaint specifying: 1. An explanation of why the Charter LEA proposed or refused to take the action raised in the complaint 2. A description of other options that the individualized education program (IEP) team considered and the reasons that those options were rejected 3. A description of each evaluation procedure, assessment, record, or report the Charter LEA used as the basis for the proposed or refused action 4. A description of the factors that are relevant to the Charter LEA's proposal or refusal (20 USC 1415(c)(1)) If the Charter LEA sent prior written notice to the parent/guardian regarding the subject matter of the parent/guardian's due process complaint, the Charter LEA may, within 10 days of receipt, send a response specifically addressing the issues in the complaint. (20 USC § 1415(c)(1)) Parties requesting a due process hearing shall file their request with the Superintendent of Public Instruction or designated contracted agency and give a copy of the request, at the same time, to the other party. (Ed. Code § 56502) Prior Written Notice The Charter Chief Executive Officer or designee shall send to parents/guardians of any student with a disability a prior written notice within a reasonable time before: 1. The Charter LEA initially refers the student for assessment 2. The Charter LEA proposes to initiate or change the student's identification, evaluation, educational placement or the provision of a free, appropriate public education 3. The Charter LEA refuses to initiate or change the identification, evaluation or educational placement of the student or the provision of a free and appropriate public education 4. The student graduates from high school with a regular diploma (Ed. Code §§ 56500.4, 56500.5; 20 USC § 1415(c); 34 CFR § 300.503) The prior written notice shall include: 1. A description of the action proposed or refused by the Charter LEA 2. An explanation as to why the Charter LEA proposes or refuses to take the action 3. A description of any other options that the IEP team considered and why those options were rejected 4. A description of each evaluation procedure, test, record or report the Charter LEA used as a basis for the proposed or refused action 5. A description of any other factors relevant to the Charter LEA's proposal or refusal 6. A statement that the parents/ guardians of the student have protection under procedural safeguards and, if this notice is not an initial referral for evaluation, the means by which a copy of the description of procedural safeguards can be obtained 7. Any resources for parents/guardians to obtain assistance in understanding these provisions (20 USC § 1415(c); 34 CFR § 300.503) Students with disabilities and their parents/guardians shall be provided written notice of their rights in language easily understood by the general public and in the primary language of the parent/guardian or

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other mode of communication used by the parent/guardian, unless to do so is clearly not feasible. The notice shall include, but not be limited to, those rights set forth in Education Code, section 56341. (Ed. Code §§ 56341, 56506; 34 CFR § 300.503) If the native language or other mode of communication of the parent/guardian is not a written language, the Charter LEA shall take steps to ensure that: 1. The notice is translated orally or by other means to the parent/guardian in his/her native language or other mode of communication 2. The parent/guardian understands the contents of the notice 3. There is written evidence that items #1 and #2 have been satisfied (34 CFR § 300.503) Notice of Procedural Safeguards A notice of procedural safeguards shall be made available to parents/guardians of students with a disability once a year and upon: 1. Initial referral for evaluation 2. Each notification of an IEP meeting 3. Reevaluation of the student 4. Registration of a complaint 5. Filing for a pre-hearing mediation conference or a due process hearing (Ed. Code § 56301; 20 USC 1415(d)(1)) The notice of procedural safeguards shall include information on the procedures for requesting an informal meeting, pre-hearing mediation conference, mediation conference, or due process hearing; the timelines for completing each process; whether the process is optional; the type of representative who may be invited to participate; and the right of the parent/guardian and/or the Charter LEA to electronically record the proceedings of IEP meetings in accordance with Education Code 56341. A copy of this notice shall be attached to the student's assessment plan and referred to at each IEP meeting. (20 USC 1415(d)(2); Ed. Code §§ 56321, 56321.5) In addition, the notice of procedural safeguards shall include a full explanation of the procedural safeguards relating to independent educational evaluation; prior written notice; parental consent; access to educational records; opportunity to present complaints to initiate due process hearings; the student's placement while due process proceedings are pending; procedures for students who are subject to placement in an interim alternative educational setting; requirements for unilateral placement by parent/guardians of students in private schools at public expense.(20 USC 1415(d)(2); 34 CFR 300.504)

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

Reference Number: CEO Policy 21 and CAC Bylaws

Document Title: Reading Literacy

Document Location: https://charterselpa.org/governance/

In order to improve the educational results for students with disabilities,

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the Charter LEAs in the El Dorado Charter SELPA ensure that all students who require special education will participate in the California Reading Initiative, just as do all other students in the El Dorado Charter LEAs. In order to facilitate that effort, the Charter LEAs assure that special education instructional personnel will participate in staff development inservice opportunities in the area of literacy, including: a. information about current literacy and learning research; b. stateadopted student content standards and frameworks; and c. researchbased instructional strategies for teaching reading to a wide range of diverse learners Each of the Charter LEAs will include special education staff in their curriculum materials selection process, in order to support alignment with State standards. Each will also include all special education staff in all staff development on phonemics and phonics, as well as in any additional state or regional training based on new legislation, e.g., the California Reading and Literature Subject Matter Project, the rollouts on the frameworks, AB466 training. The goals of the Charter LEAs are to increase the participation of students with disabilities in statewide student assessments, to increase the percentage of children with disabilities who are literate, and to assure that students with disabilities attain higher standards in reading. In order to reach these goals, we assure that students with disabilities will have full access to: 1. all required core curriculum including state-adopted core curriculum textbooks and supplementary textbooks; and 2. instructional materials and support.

Description:

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

Reference Number: Charter SELPA Procedural Guide and CEO Policy 21

Document Title: Curriculum Adaptations/Reading Literacy

Document Location: https://charterselpa.org/governance/ http://charterselpa.org/program-support/procedural-guide/

Curriculum adaptations include accommodations, modifications, and supports that allow a child with a disability access to the general curriculum and assessments. LEAs/districts are responsible for ensuring that each teacher and provider is informed of his or her specific responsibilities related to implementing the child's IEP and the specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP (34CFR 300.342 (b)(3)).

Description:

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

Reference Number: C

CEO Policy 28

Document Title:

Oversight Policy

Document Location:

https://charterselpa.org/governance/

The Charter SELPA is responsible for monitoring all required areas of compliance with federal, state and Charter SELPA policies. The purpose of all monitoring and oversight activities is to ensure legal and effective LEA practices are in place to meet the needs of students with disabilities. This policy outlines areas of oversight and indicators that may cause the initiation of a Charter SELPA review process. Charter SELPA administration will keep the CEO Council informed of SELPA oversight activities and determinations.

If compliance, performance and/or student population data for an LEA in the Charter SELPA varies significantly from expected results or standards, it may be an early warning for the Charter SELPA to initiate contact. In this case, the Charter SELPA will contact the LEA to confirm the data, discuss any underlying issues which may impact the data, and identify how the Charter SELPA can assist the LEA in any necessary corrective action.

The Charter SELPA will monitor special education practices and data continuously to determine whether practices are in line with the LEA's responsibilities to students with disabilities and SELPA policies. Data will be collected and reviewed by the Charter SELPA. Examples of existing indicators and standards include but are not limited to:

- Identification rate of special education students that is below 4% or greater than 14%
- State Performance Plan Indicators
- Significant swings in enrollment and/or enrollment trends that are not aligned to the LEA's instructional calendar
- Pattern of compliance complaints or due process hearings
- Evidence of exclusionary practices
- Significant and/or abrupt change in leadership or staff
- No/low participation or engagement in the Charter SELPA (CEO Council, Steering Committee, professional development offerings, etc.)
- Unspent funds greater than 25%
- Annual independent audit which shows serious fiscal solvency issues

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or material findings (e.g. findings related to internal control or program compliance, high debt ratios, deficit spending, going concern findings, adequate reserves, and adequate cash)

SELPA REVIEW PROCESS

Description:

If one or more of the preceding triggers indicates a potential problem, the Charter SELPA may initiate a program and/or fiscal review. Program and fiscal reviews are facilitated by the appropriate Charter SELPA administrator. Charter SELPA's goal in each review process is to clearly identify the areas of SELPA concern, discuss any underlying issues which may be impacting the findings, and identify how the Charter SELPA can assist the LEA in any necessary corrective action. The Charter SELPA may request additional information as necessary to resolve identified concerns.

When multiple or connected concerns exist, the Charter SELPA may implement an Integrated Review Team (IRT) visit. An Integrated Review Team (IRT) visit consists of Charter SELPA program and business administrators meeting directly with the charter LEA leadership team.

CHARTER SCHOOLS AT-RISK

Whether through a Charter SELPA review process or other source, or if significant matters arise that are potentially harmful to students, demonstrate negligence, may harm the SELPA, or there is a concern that funds are not being spent appropriately for special education, Charter SELPA administration is empowered to act in the best interests of the SELPA as a whole. Such matters include, but are not limited to:

- Pattern of noncompliance with federal, state or Charter SELPA regulations
- Notice of revocation
- Notice of bankruptcy
- FCMAT extraordinary audit
- Annual audit with material findings and identification of operational issues that cause concern regarding the long-term viability of the organization
- Other circumstances that create a concern that a loss to the SELPA is possible or funds are not being spent appropriately for special education

Charter SELPA administration may make a determination and proceed to:

- Notify appropriate public agencies;
- Notify the LEA's governing board;
- Withhold state and/or federal funding;
- Move an LEA to reimbursement-based state funding, requiring

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expenditure reporting prior to cash distribution;

- Require an LEA to submit proof of actual expenditures; and/or
- Initiate termination of membership pursuant to CEO Policy 26.
- 7. Coordinated system of data collection and management:

Reference Number: CEO Policy 20

Document Title: Data

Document Location: https://charterselpa.org/governance/

Description: The El Dorado Charter SELPA and its member LEAs shall provide data or information to the SELPA and the California Department of Education as required by regulations.

8. Coordination of interagency agreements:

Reference Number: CEO Administrative Regulation 29

Document Title: Interagency

Document Location: https://charterselpa.org/governance/

Pursuant to Title 17 of the California Code of Regulations (17 CCR) Section 52140, LEAs must develop and maintain local interagency agreements with Regional Centers. Agreements must include (as applicable to charter LEAs):

- 1. The responsibilities of each LEA and Regional Center in meeting the terms of the agreement;
- 2. Procedures for coordination of child find activities with local public agencies and Regional Centers to identify infants and toddlers who may be eligible for early intervention services;
- 3. Specific procedures for coordination of referrals for evaluation and assessment;
- 4. Procedures for the assignment of a service coordinator;
- 5. Interagency procedures for identifying the responsibilities of the regional center and LEA for completing the evaluation and assessment and determining eligibility within the time requirements contained in Section 52086 of these regulations, when an infant or toddler may receive services from both the Regional Center and LEA;
- 6. Procedures for the timely exchange of information between Regional Centers and LEAs:
- 7. Mechanisms for ensuring the availability of contacts at Regional

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Centers and LEAs at all times during the year; 8. Procedures for interagency individualized family service plan (IFSP) development when infants and toddlers may be eligible for early intervention services from the Regional Center and the LEA or other state or local programs or services; 9. Procedures to ensure the provision of services during periods of school vacations when services are required on the IFSP; 10. Transition planning procedures which begin at least six months prior to a toddler's third birthday pursuant to EC Section 52112 of these regulations; 11. Procedures for resolving disputes between regional centers and LEAs; 12. Procedures for the training and assignment of surrogate parents; and 13. Procedures for accepting transfers of infants or toddlers with existing IFSPs. Local interagency agreements must be dated and signed by representatives of the Regional Center and LEA. Interagency agreements must be reviewed by both parties annually, revised as necessary, dated, and signed by both parties as needed.	
CEO Administrative Regulation 1	
Comprehensive Local Plan for Special Education	
https://charterselpa.org/governance/	
The SELPA Administrator, or designee, will facilitate the coordination of these services by the designated LEAs and provide technical assistance to the medical facilities and LEAs as appropriate. Role of the individual LEAs: Each individual LEA is responsible for students with disabilities who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes when the hospital or facility is located within their boundaries, unless based on education code there is another district of special education accountability which would be responsible.	
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10. Coordination of services to licensed children's institutions and foster family homes:

Reference Number: CEO Administrative Regulation 3

Document Title: Individualized Education Program

Document Location: https://charterselpa.org/governance/

When the Charter LEA has placed a foster student in a nonpublic, nonsectarian school, the Charter LEA must conduct an annual evaluation, as specified below. In addition, the nonpublic, nonsectarian school to report to the Charter LEA regarding the educational progress made by the student. (Ed. Code § 56157.) If a student with disabilities residing in a licensed children's institution or foster family home has been placed by the Charter LEA in a nonpublic, nonsectarian school, the Charter LEA shall conduct an annual evaluation as part of the IEP process of whether the placement is the least restrictive environment that is appropriate to meet the student's needs. (Education Code 56157)

Description:

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

Reference Number: CEO Policy 14 and CEO Administrative Regulation 14

Document Title: Federal Maintenance of Effort Requirement

Document Location: https://charterselpa.org/governance/

The LEAs will annually compile, and submit to the SELPA, budget and expenditure information that meets CDE MOE reporting requirements. The SELPA will then conduct the two required calculations determining MOE for the SELPA as a whole, and for each LEA. The SELPA-wide data is compiled and submitted in the format required by CDE.

Description:

12. Fiscal and logistical support of the CAC:

Reference Number: CEO Administrative Regulation 9 and CAC Bylaws

Document Title: Governance

Document Location: https://charterselpa.org/governance/

The Community Advisory Committee shall be composed of parents of individuals with exceptional needs, enrolled in public or private schools, parents of other pupils enrolled in school, pupils and adults with disabilities, regular education teachers, special education teachers and other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs. Terms of CAC participation are outlined in the CAC

Description: exception bylaws.

Because of the geographic diversity within the El Dorado Charter

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SELPA, meetings may take place through teleconference. For purposes of this section, "teleconference" means a meeting where the members are in different locations, connected by electronic means, through either audio, video, or both.

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

Reference Number:

El Dorado Charter SELPA Procedural Guide

Document Title:

Special Education Transportation

Document Location:

http://charterselpa.org/program-support/procedural-guide/

Legal Requirements Regarding Special Education Transportation Education Code Section 56040(a) states: "Every individual with exceptional needs, who is eligible to receive special education instruction and related services under this part, shall receive that instruction and those services at no cost to his or her parents or, as appropriate, to him or her." Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education [34 CFR 300.34(a)]. Transportation as a related service includes travel to and from school and between schools, travel in and around school buildings; and specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability [34 CFR 300.34(c)(16i-iii)]. LEAs/districts should not automatically assign students to transportation

Description:

Pub. Schs., 108 LRP 41626 (OCR 2007)]. For students with medical needs, 34 CFR 300.34(a)(ii) limits the

For students with medical needs, 34 CFR 300.34(a)(ii) limits the responsibility of a public agency to appropriately monitor and maintain medical devices that are needed to maintain the health and safety of the child, including breathing, nutrition, or operation of other bodily functions, while the child is transported to and from school.

based on the students' disability without considering the students individual needs and the continuum of placements [Hopkinton (MA)

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

Reference Number:

CEO Administrative Regulation 1 and Procedural Guide

Document Title:

Comprehensive Local Plan for Special Education

Document Location:

https://charterselpa.org/governance/

http://charterselpa.org/program-support/procedural-guide/

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Description:

Special education may include each of the following if the services otherwise meet the definition in the above paragraph: (Education Code 56031) 1. Speech language pathology services, or any other designated instruction and service or related service, pursuant to Education Code 56363, if the service is considered special education rather than designated instruction and service or related service under state standards 2. Travel training 3. Career technical education 4. Transition services for students with disabilities in accordance with 34 CFR 300.43 if provided as specially designed instruction, or a related service, if required to assist a student with disabilities to benefit from special education. Specially designed instruction means adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to ensure access of the student to the general curriculum, so that the student can meet the educational standards that apply to all students in the charter LEA. (34 CFR 300.39(b)(3)

15. Assurance of full educational opportunity:

Reference Number: CEO Administrative Regulation 1

Document Title: Comprehensive Local Plan for Special Education

Document Location: https://charterselpa.org/governance/

Full educational opportunities means that students with disabilities have the right to full educational opportunities to meet their unique needs, including access to a variety of educational programs and services available to non-disabled students. The State must have in effect policies and procedures to demonstrate that the State has established a goal of providing full educational opportunity to all children with disabilities and a detailed timetable for accomplishing that goal. (34 CFR 300.109)

Description:

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

Reference Number: CEO Administrative Regulation 9

Document Title: Governance

Document Location: https://charterselpa.org/governance/

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Description:

The EI Dorado County Office of Education is the Responsible Local Agency/Administrative Unit (RLA/AU) for the Charter SELPA. Pursuant to the provisions of Education Code 56030 et seq., the RLA/AU shall receive and distribute regionalized service funds, provide administrative support and coordinate the implementation of the EI Dorado Charter Local Plan for Special Education. The RLA/AU shall perform such services and functions required to accomplish the goals set forth in the plan, including development of the Annual Service and Budget Plan. In addition, pursuant to Education Code 56836.01(a)(b)(c) the SELPA RLA/AU will oversee the fiscal administration of the Annual Budget Plan and the allocation of sate and federal funds allocated to the special education local plan area for the provision of special education and related services by those entities, in accordance with the Local and Allocation Plans approved by the CEO Council, and be responsible for the reporting and accounting requirements prescribed by this part.

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

Reference Number:

CEO Administrative Regulation 10

Document Title:

Personnel Qualifications

Document Location:

https://charterselpa.org/governance/

A program specialist is a specialist who holds a valid special education credential, clinical services credential, health services credential, or a school psychologist authorization and has advanced training and related experience in the education of individuals with exceptional needs and a specialized in-depth knowledge in preschool disabilities, career vocational development, or one or more areas of major disabling conditions.

- (b) A program specialist may do all the following:
- (1) Observe, consult with, and assist resource specialists, designated instruction and services instructors, and special class teachers.
- (2) Plan programs, coordinate curricular resources, and evaluate effectiveness of programs for individuals with exceptional needs.
- (3) Participate in each school's staff development, program development, and innovation of special methods and approaches.
- (4) Provide coordination, consultation and program development primarily in one specialized area or areas of his or her expertise.
- (5) Be responsible for assuring that pupils have full educational opportunity regardless of the district of residence.
- (c) For purposes of Section 41403, a program specialist shall be

Description:

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considered a pupil services employee, as defined in subdivision (c) of Section 41401.

Special Education Local Plan Area Services

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

Reference Number:

CEO Policy 6

Document Title:

Part C-Transition

Document Location:

https://charterselpa.org/governance/

Description:

Charter schools in the El Dorado Charter SELPA currently do not serve students in Part C or preschool students. If students are transitioning from preschool to a Charter LEA and are eligible for Part B services, the Charter LEA will participate to ensure a smooth and effective transition between programs.

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

Reference Number:

CEO Policy 15

Document Title:

Public Participation

Document Location:

https://charterselpa.org/governance/

It shall be the policy of the Charter SELPA that public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities, are held prior to the adoption of any policies and/or regulations needed to comply with part B of the IDEA. Per the Charter SELPA Local Plan, policies are adopted by the Charter CEO Council. The Charter SELPA RLA/AU may request input from the Executive Committee as policies are developed. Appropriate notice shall be provided prior to adoption of policies by the Charter SELPA CEO Council. Proposed policies will be posted to the El Dorado Charter SELPA website. This will allow for review and comment by the public, parents of children with disabilities, or individuals with disabilities. Charter CEO Council typically meets twice per year and meetings may take place through teleconference. For the purposes of this section, "teleconference" means a meeting where the members are in different

Description:

locations, connected by electronic means, through either audio, video, or both.

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

Reference Number: CEO Administrative Regulation 4 and Procedural Guide

Document Title: Procedural Safeguards and Complaints for Special Education

Document Location: https://charterselpa.org/governance/ https://charterselpa.org/program-support/procedural-guide/

> Before requesting a due process hearing, the Charter Chief Executive Officer or designee of the Charter LEA and a parent/guardian may agree to meet informally to resolve any dispute relating to the identification, assessment or education and placement of a student with disabilities. The Charter Chief Executive Officer or designee shall have the authority to resolve the dispute through an informal alternative dispute resolution ("ADR") process. (Ed. Code § 56502) In addition, either party may file a request with the Superintendent of Public Instruction for a Pre- Hearing Mediation Conference (commonly referred to as "mediation only") to be conducted by a person designated by the California Department of Education. Based on the Pre-Hearing Mediation Conference, the Charter Chief Executive Officer or designee may resolve the issue(s) in any manner that is consistent with state and federal law, and is to the satisfaction of both parties. (Education Code 56500.3) Attorneys may not attend the Informal ADR session or the Prehearing Mediation Conference. Attorneys may attend, or otherwise participate in, only those mediation conferences that are scheduled pursuant to a request for a due process hearing. (Ed. Code §§ 56500.3, 56501) If the parties do not resolve their dispute through Informal ADR and/or a Pre-Hearing Mediation Conference, either party may file a request for a due process hearing.

Description:

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

Reference Number: CEO Policy 2 and Procedural Guide

Document Title: Identification and Evaluation of Individuals for Special Education

Document Location: https://charterselpa.org/governance/

http://charterselpa.org/program-support/procedural-guide/

The Charter Chief Executive Officer or designee shall follow SELPA procedures providing that parents/guardians, teachers, appropriate professionals, and others may refer an individual for assessment for special education services. Identification procedures shall be coordinated with school site procedures for referral of students with needs that cannot be met with modifications to the regular instructional program. (Ed. Code § 56302)

Description:

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

Reference Number: CEO Administrative Regulation 24 and Procedural Guide

Document Title:

Nonpublic, Nonsectarian School and Agency Services for Special Education

Education

Document Location: https://charterselpa.org/governance/ https://charterselpa.org/program-support/procedural-guide/

> Contracts with an NPS or NPA shall include an Individual Services Agreement ("ISA") negotiated for each student. ISAs shall be for the length of time for which NPS and/or NPA services are specified in the student's individualized education program ("IEP"), but not to exceed one year. Changes in educational instruction, services or placement shall be made only on the basis of revisions to the student's IEP. (Ed. Code § 56366.) The master contract shall specify the general administrative and financial agreements between the NPS or NPA and the Charter LEA to provide the special education and designated instruction and services, as well as transportation specified in the student's IEP. The administrative provisions of the master contract shall also include procedures for record keeping and documentation, and the maintenance of school records by the contracting charter LEA to ensure that the NPS provides appropriate high school graduation credit to the student. The contract may allow for partial or full-time attendance at the nonpublic nonsectarian school. (Ed. Code § 56366.) In order for a Charter LEA to contract with an NPS or NPA, the NPS and NPA must be certified as meeting state standards. (Ed Code § 56366.) A master contract may be terminated for cause with 20-days' notice. However, the availability of a public education program initiate during the period of the

Description:

master contract cannot give cause for termination unless the parent/ guardian agrees to transfer the student to the public program. The master contract shall include a description of the process being utilized by the Charter LEA to oversee and evaluate placements in the NPS. This description shall include a method for evaluating whether the student is making appropriate educational progress. (Ed. Code 56366) The Charter CEO or designee of an elementary Charter LEA shall notify a high school district of all students placed in NPS or NPA programs prior to the annual review of the IEP for each student who may transfer to the high school district. (5 CCR § 3069.) When a special education student meets the district requirements for completion of prescribed course of study as designated in the student's IEP, the district which developed the IEP shall award the diploma. (5 CCR § 3070.)

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

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

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

Reference Number: CEO Policy 1 and Procedural Guide

Document Title: Comprehensive Local Plan for Special Education

Document Location: https://charterselpa.org/governance/ https://charterselpa.org/program-support/procedural-guide/

As members of the Charter SELPA, each Charter SELPA LEA (Local Education Agency) desires to provide a free and appropriate public education (FAPE) to all school aged K-12 individuals with disabilities, who are enrolled in the charter, including children who have been suspended or expelled or placed by the charter LEA in a nonpublic school or agency services. The SELPA will provide technical support to any Charter LEAs identified as the DOR for students age 18 to 21 who

Description:

are incarcerated in a county jail and remaining eligible for special education to assist in meeting their obligation. The SELPA may facilitate collaboration with the county jails as requested.

Students shall be referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized. (Education Code 56303)