




**Special  
Education  
Local  
Plan  
Area**



**May 2006**



**California's SELPAs**

**This document was prepared in response to questions regarding the unique program structure for special education in California.**

**It is intended to identify the what, why and how of special education services in California.**

**SELPA Administrators**

**1984**

**Revised 1990**

**Revised 1995**

**Revised 1998**

**Revised 2003**

**Revised 2004**

**Revised 2006**

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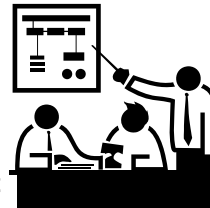
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# OVERVIEW

## Overview

Significant changes have occurred in services and programs provided for children with disabilities in the public schools of California. These changes have stemmed from new laws and regulations at both the state and national levels, as well as from the spirit of fairness, balance and equity that characterize the public school system in America. New interpretations of existing laws by the courts have further modified and expanded the services required for students with disabilities.



**B**efore the Education for the Handicapped Act of 1975, children with disabilities were identified only if their educational needs were obvious. Then, they tended to be placed in programs designed to serve children with similar disabilities in special education schools or locales. Such categorical programs were usually effective in providing specialized services for the populations they served; but in many cases, expectations for these groups were inappropriate in relation to the students' actual potential.

**G**radually, the community and public agencies have become aware that children with disabilities can be educated with their non-disabled peers, guaranteeing **equal opportunities for all children...**

**...including children with disabilities.**

**This** requires the sharing of program resources, including transportation, through regional cooperation among public and non-public schools and non-educational agencies.

**In** the early 1970's, a simultaneous movement across the country resulted in the passage of important federal and state laws. The federal laws were PL 93-112 and PL 94-142. In 1987, PL 99-457 was passed which expanded services to preschool children. In response to these laws, legislation was passed in California which provided the legal foundation for a comprehensive plan in special education and required local districts and agencies to establish Special Education Local Plan Areas (SELPAs) to address the needs of all children with disabilities.

**These** laws and regulations promote changes and procedures leading to such things as the following:

- \*Coordination of Resources Among Districts by Regions
- \*Less Restrictive Placements \*Guaranteed Equality of Access
  - \*Full Service to All Students with Disabilities
  - \*Increased Parent Participation \*Career Training
  - \*Social Acceptance of Children with Disabilities
- \*Individualized Educational Programs \*Due Process Rights
  - \*Improved Self-Esteem for Children with Disabilities
  - \*Annual Reviews of Progress \*Program Evaluation
  - \*Community Involvement and Support
- \*Local Governance Systems \*Compliance and Quality Assurance
  - \*Staff Development Programs \*Program Reviews

*Today, as never before, parents, students and staff work together to make certain that the appropriate services are provided on an individualized basis for every child with a disability. The services are provided through the Special Education Local Plan Areas—SELPAs. The Local Plan, developed and maintained in each community by the people who live there, is the basis of these improvements and the foundation of all services.*

# WHAT IS THE SELPA?

## **What is a Special Education Local Plan Area (SELPA)?**

In 1977, all school districts and county school offices were required to form geographical regions of sufficient size and scope to provide for all special education service needs of children residing within the region boundaries. Each region (Special Education Local Plan Area - SELPA) developed a local plan describing how it would provide special education services.

The SELPA governance structures vary in form, such as:

- Multi-District SELPAs**
- Multi-District/County Office SELPAs**
- Single District SELPAs**
- Multi-District/Multi-County SELPAs**
- Countywide SELPAs with Joint Powers Agreements**

Today, there are approximately 120 SELPAs in the State, ranging in size from those serving fewer than 1,000 students to those serving more than 100,000 students, with the most common size between 2,000 and 4,000 students. (A few SELPAs have up to 50,000 students with disabilities, although only five SELPAs have over 100,000.)

Each SELPA must have an Administrative Unit (the Responsible Local Agency), the legal entity that receives funds and is responsible for seeing that every eligible child receives appropriate services. In some instances, the administrative unit is a school district and in other instances it is the county office. Over 50% of the SELPAs designate the County Office of Education as the Administrative Unit. Costs for the Administrative Unit are provided by special funding from the state called Regionalized Service Funds, often augmented by funds

for Program Specialists and Federal and local funds. Each region determines the funds available and the responsibilities of the SELPA office.

**The** chief administrator of the SELPA may be called a Director, Assistant Superintendent, or another Administrative title. Responsibilities of the SELPA include such things as:

- \*Ensuring Program Availability for all Children with Disabilities
- \*Curriculum Development and Support
- \*Surrogate Parent Training
- \*Community Advisory Committee Support
- \*Management Information System (CASEMIS)
- \*Transition Planning
- \*Assistance with understanding compliance requirements
- \*Budget Planning and Review
- \*Program Evaluation
- \*Interagency Coordination
- \*Program Coordination
- \*Fiscal Management
- \*Program Specialists
- \*Community Awareness
- \*Staff Development

**The** SELPA policy-making body is designated in the local plan and makes policy decisions, approves the SELPA budget and contracts, establishes guidelines and policy, and provides staff development programs.

**Even** though there are many organizational structures for a SELPA, all SELPAs have the same basic **goal**: to deliver high quality special education programs and services to the students with disabilities in the most effective manner practicable.

# GOALS

## **The Goals of the SELPAs**

The SELPAs in the State of California must provide appropriate education services for individuals with disabilities by working cooperatively with other public and private agencies. The SELPA agencies support a full complement of special education services for students. In consortiums and Joint-Powers-Agreement SELPAs, the SELPA in each region fosters cooperation within the local districts for coordination between general and special education.

For Special  
Education  
Students

1. Assure that appropriate programs and services are provided to meet the needs of each child with disabilities throughout the state.
2. Assure that a full continuum of programs is available to each individual with disabilities served by each SELPA.
3. Maintain programs and services within the SELPA which will allow each individual with disabilities to achieve at a level commensurate with his or her ability.
4. Assure that each individual with disabilities is integrated within and has access to the district core curriculum and extracurricular activities as appropriate.
5. Assure the availability of due process rights for students and their parents served in each SELPA.

For Special  
Education  
Services

1. Eliminate duplication of services within and between SELPAs.
2. Improve the quality of programs through the use of on-going evaluations.
3. Encourage involvement by parents of each child with a disability in the IEP process.



- |            |  |
|------------|--|
| For Staff  | <ol style="list-style-type: none"><li>1. Increase awareness of parents of individuals with disabilities through a comprehensive program of parent education.</li><li>2. Assure that all certificated and classified staff members achieve professional growth through a comprehensive regional program of staff development.</li><li>3. Maintain opportunities for sharing technical resources and information among SELPAs.</li></ol>   |
| SELPA-wide | <ol style="list-style-type: none"><li>1. Foster public support for special education through the maintenance of a strong position of child advocacy.</li><li>2. Assure that an effective management information system is available to monitor student data.</li><li>3. Implement cost-effective procedures and management systems to maximize the quantity and quality of services and programs for the benefit of students with disabilities.</li><li>4. Maintain lines of communication with parents, staff and Community Advisory Committee members.</li><li>5. Maintain line of communication with all publicly supported agencies providing services to students with disabilities.</li><li>6. Maintain lines of communication with the community regarding special education programs and services.</li><li>7. Maintain quality regionalized services to support participating districts.</li></ol> |
| Strategies | <ol style="list-style-type: none"><li>A. Respond to specific areas of local, state and public concern.</li><li>B. Emphasize need for effective special education services.</li><li>C. Organize SELPA Administrators for support of common education goals.</li><li>D. Define SELPA governance and organization with flexibility at the local level.</li></ol>  |

## **Special Education Programs**

**U**nder comprehensive special education programming, several beneficial goals have been achieved.

**I**nitially, the labels used in the past to place students in so-called “Categorical” programs were removed with the new programs using one of three instructional settings: a Special Day Class, a Resource Specialist Program, or a Designated Instruction/Service.

**A**s the terminology has changed, so also have the programs on regular campuses. Special programs are established which encourage integration with general education classes by means of modified curriculum, accessible facilities, and necessary support services. Children are included in general education classrooms with related services and systems of support provided. Many children with disabilities are fully included into the general education program with supplementary aids and services.

**T**he “full inclusion” movement has generated a need for additional inservice training for the general education teachers who teach these students. The teachers have developed new awareness of the nature of the needs of students with disabilities through special staff development activities provided through the SELPA office.

**M**any students with disabilities have moved from the isolation of self-contained classes and programs to Resource Specialist Programs, Learning Centers, or other small group or individualized instructional settings. The Resource Specialist, trained as an adjunct teacher to

attend to the special needs of these students, works closely with the general education staff to ensure that the students will be successful in general education classes. Some programs provide services in the general education classroom.

**SELPA** personnel include the **Program Specialists** who:

- A) Observe, consult with and assist special education staff
- B) Plan, develop and evaluate programs
- C) Provide staff development and coordinate curricular resources
- D) Facilitate and assure pupils have full educational opportunities

**In** all these programs, it is the SELPAs responsibility to assure program availability for all students with disabilities in the school-age population regardless of the disability. It is incumbent upon the SELPA to see that programs and services provide any needed services for any student with a disability, to assist in intra-SELPA and inter-SELPA placements, and to provide technical assistance and administrative support for the requirements of Federal and State laws.

**The** SELPA responsibility is met through a network of cooperative agreements among districts and agencies. The SELPA Office coordinates this network and provides a focal point for the student and/or family seeking information and services. This function is one of the most complex, but truly beneficial, processes of the entire special education delivery system.

## Legal Background

The Rehabilitation Act of 1973 (PL-93-112), amended in 1992, includes Section 504, which affirms the right of any student or adult who has a mental or physical impairment which inhibits a major life activity including learning; has a history of such an impairment; or is considered by a team of knowledgeable individuals to have such an impairment, from being discriminated against in any program or activity receiving federal financial assistance. This Act also requires that students be given a free appropriate public education in general education classes, with necessary supplementary aids and services, if they are determined by a school team to be disabled under Section 504 or the Americans with Disabilities Act (ADA). Such eligibility may exist without concurrent eligibility for special education under I.D.E.A.

**The Rehabilitation Act was followed in 1975 by the passage of PL 94-142, the Education of Handicapped Act, which was changed in 1990 to the Individuals with Disabilities Education Act (I.D.E.A.) and 2004 I.D.E.I.A.. This legislation provides that all students who are eligible for special education must be provided with a free appropriate public education (FAPE) in the Least Restrictive Environment (LRE) I.D.E.A. has been reauthorized in 1997 and 2004.**

The California Legislature implements the provisions of I.D.E.A. through the **California Master Plan for Special Education**. This plan was first implemented statewide in 1980 with the passage of SB 1870.

Some of the major areas covered by state and federal laws are the following:

<b>Child Find</b>	Each public school system is responsible to find and serve all eligible children with disabilities in its area.
<b>Free Appropriate Public Education</b>	Each public school system is responsible for ensuring that each child with disabilities is served appropriately, at no cost to the parent.
<b>Least Restrictive Environment</b>	Each child is assured of his/her right of education with nondisabled peers to the maximum extent appropriate.
<b>Due Process</b>	The right of parent participation, and challenge, in all aspects of assessment, identification and placement is assured; this involves mediation, administrative hearing procedures or complaint procedures in case of disputes.
<b>Individualized Educational Program</b>	The right of a child to an educational program designed to meet his/her individual needs and based on adequate assessment is assured. At age 16 this includes the development of an Individual Transition Plan (ITP) to provide for transition into the world of work.

These concepts have been reinforced and interpreted by a number of court cases since the passage of the law. Two notable cases in the State of California are the *Larry P.* Case, which established strict rules concerning the use of standardized intelligence tests with minority populations,

# FISCAL ASPECTS

and the *Diana Case*, which resulted in school systems revising their bilingual special education assessments.

**The complexity of these rules and responsibilities has created the need for skilled and knowledgeable administrators who must understand the laws and apply them fairly. The SELPA Administrator is responsible for assuring that:**

- All individuals with disabilities receive a free appropriate public education in the least restrictive environment.
- All general education resources are considered and, where appropriate, utilized on a local or regional basis to meet the needs of students with disabilities.
- A system exists at the regional level for identification and assessment of students with disabilities and the implementation of programs to support them.
- A viable system for public education is functioning in the community, with broad participation and interaction involving parents and other agencies serving children and young adults.

## **Fiscal Aspects**

**The fiscal support for special education programs and services are provided through a combination of local, state and federal revenue sources. Despite the original congressional intention to provide federal support of 40% of the additional costs required by Public Law 94-142 (now known as I.D.E.I.A.), federal revenues have remained under-funded for many years, at less than half the federal commitment. State entitlement funding has had significant deficits, leaving district general funds to make up the difference. The state's method of**

allocating funds from 1981 until 1998 created and then worsened inequities in its support for special education. In 1998-99 a new funding model was implemented which shifts from a classroom-based model to a type of categorical per capita funding, using the total average daily attendance (ADA) of a SELPA as the basis for allocations.

Several fiscal and administrative benefits have been enhanced by the change from LEA funding to SELPA-wide funding:

**1. Improvements in Funding Equity:**

Comparing the SELPA-wide calculated average funding level per pupil (ADA) with the statewide average, movement toward regional equity is being achieved.

**2. Flexible Funding Allocations Within SELPA:**

Allocation of funds to the SELPA's governance structure allows local decision making regarding support for specific types of district and regional programs, the provision of greater equity according to local needs such as low incidence services, areas of sparsity within a SELPA, and/or reducing district reliance on nonpublic schools and agencies.

**3. Increased Accountability to Parents and Public:**

The funding structure for special education calls for annual presentation and approval of both a Budget Plan for each and every SELPA, as well as the Service Plan for the SELPA, assuring parents, boards, and the public that all students with disabilities are being appropriately served.

**4. Coordinated Staff Development Programs:**

Through the use of SELPA Program Specialists and other regional staff, a broader base of specialized training and instructional support programs can be provided to keep teachers and other staff aware of improvements and instructional strategies and increase collaboration with general education programs.

# TERMS & ACRONYMS

<b>ADA</b>	Average Daily Attendance - a per pupil accounting of student attendance. The state of California pays districts based on total ADA for all students.
<b>ADA</b>	Americans with Disabilities Act
<b>APE</b>	Adapted Physical Education.
<b>Appropriate Services</b>	School services through which the Individualized Education Program (IEP) of a student can be implemented.
<b>AU</b>	Administrative Unit (same as RLA).
<b>CAC</b>	Community Advisory Committee - those persons appointed to advise the SELPA on various aspects of the Local Plan.
<b>CBEDS</b>	California Basic Educational Data System—A count required by the State of California each October of all school children and staff; provides a basis for determining the number of students to be funded.
<b>CCS</b>	California Children's Services - an agency that provides physical and occupational therapy for medically eligible students.
<b>CD</b>	Communicatively Disabled—includes pupils who are deaf, hard of hearing, aphasic, severely language impaired, or who have other speech and/or communication disorders.



<b>CEC</b>	California's Education Code.
<b>CEC</b>	Council for Exceptional Children—a professional organization of parents, teachers, administrators, and others who support children with disabilities.
<b>Complaint</b>	A complaint can be filed with the state Department of Education any time anyone feels that a law or rule is being violated; a state or local investigation will ensue, followed by a state investigation if necessary.
	Developmental disabilities.
<b>DD</b>	
<b>DIS</b>	Designated Instruction and Services—Now known as “Related Service”; specialized educational support programs and services not normally provided in a general classroom, special class or resource specialist program.
<b>Due Process</b>	The legal procedural safeguards of IDEA and related state laws and regulations assuring parental informed consent regarding special education programs offered; provides for mediation and state hearings to resolve major disagreements.
<b>FAPE</b>	Free and Appropriate Public Education — legal right of children with disabilities.

- IDEIA 04** Individuals with Disabilities Education Improvement Act Reauthorization of 2004— This federal law identifies the elements of special education and the requirements/ mandates of the public education system to students with disabilities.
- IEP** Individualized Education Program - developed for each special education pupil, identifying the services to be provided, and the educational goals and objectives of the special education needed.
- IFSP** Individualized Family Service Plan - for children who are served from birth to 2.11 years of age, and their families. Services are provided by public education or the Regional Center depending on the nature of the child's disability.
- Individual With Exceptional Needs** Pupil whose educational needs cannot be met by a general education classroom even with modifications of the general education school program and who requires special education and/or services to benefit from his/her instructional program. Excluded are children whose needs are due solely or primarily to unfamiliarity with the English language or to cultural differences.

<b>ISP</b>	Individual Service Plan—plan provided to a special education eligible student parentally enrolled in a private school.
<b>LD</b>	Learning Disabled—pupils with specific learning disorders affecting educational performance.
<b>LEA</b>	Local Education Agency—any local school district or County Office of Education which has responsibility to provide special education services to eligible students.
<b>Local Plan</b>	Each Special Education Local Plan Area (SELPA) develops a plan for delivery of programs and services to meet the educational needs of all eligible individuals with disabilities in that area.
<b>Low Incidence Disability</b>	A severe, disabling condition with an expected incidence rate of less than one percent of the total enrollment. The conditions are hearing impairments, vision impairments, severe orthopedic impairments and any combination thereof.
<b>LRE</b>	Least Restrictive Environment - an appropriate educational placement which permits a pupil to participate as fully as possible with nondisabled peers while still addressing the services identified in the IEP.

<b>NPA</b>	Nonpublic Agency - usually an individual or group certified by the State, to provide a specific special education service but who is not an employee of the public school system.
<b>NPS</b>	Nonpublic (nonsectarian) School - a school which meets standards to allow private placement of students for whom there is no appropriate public school placement available.
<b>OHI</b>	Other Health Impaired - a student with a chronic medical impairment, such as asthma which impairs the student's educational performance.
<b>PS</b>	Program Specialist - a highly trained specialist who has advanced training and in-depth knowledge in special education services.
<b>Related Services</b>	Educational services which are necessary to allow the individuals with disabilities to benefit from their special education. (See DIS)

<b>RLA</b>	Responsible Local Agency—see AU.
<b>RSP</b>	Resource Specialist Program - a highly trained special education teacher who has the responsibility to implement a program for identified students in conjunction with the general education class and curriculum.
<b>SDC</b>	Special Day Class - instructional settings in which a student receives special education instruction more than 50% of the day.
<b>SELPA</b>	Special Education Local Plan Area - one or more districts of sufficient size and scope to provide a comprehensive range of special education programs and services for students.
<b>Severely Handicapped (SH)</b>	Disabilities such as autism, blindness, deafness, severe orthopedic impairments, emotional disturbance, severe developmental disabilities and multiple disabilities which require intensive services for students.
<b>Title V Regulations</b>	The California Code of Regulations which amplify the Education Code Sections dealing with public education.

# THE SELPAs

## **The SELPAs:**

### **Alameda County**

Mission Valley SELPA  
4210 Technology Drive  
Fremont, CA 94538

Tri-Valley SELPA  
4661 Bernal Avenue  
Pleasanton, CA 94566

North Region SELPA  
2200 Central Ave., #203E  
Alameda, CA 94501

Mid-Alameda County SELPA  
4400 Alma Avenue  
Castro Valley, CA 94546

Oakland SELPA  
1025 Second Ave., Port 16  
Oakland, CA 94606

### **Amador County**

Amador County SELPA  
217 Rex Avenue  
Jackson, CA 95642

### **Butte County**

Butte County SELPA  
1859 Bird St.  
Oroville, CA 95965

### **Calaveras County**

Calaveras County SELPA  
185 S. Main Street/P.O. Box 760  
Angels Camp, CA 95524

### **Colusa County**

Colusa County SELPA  
496 Fremont  
Colusa, CA 95932

### **Contra Costa County**

West Contra Costa SELPA  
2465 Dolan Drive  
San Pablo, CA 94806

Contra Costa SELPA  
2520 Stanwell, Suite 270  
Concord, CA 94520

Mt. Diablo Unified SELPA  
1936 Carlotta Dr.  
Concord, CA 94519

### **El Dorado County**

El Dorado County SELPA  
6767 Green Valley Rd.  
Placerville, CA 95667

Tahoe/Alpine SELPA  
1021 Al Tahoe Blvd.  
South Lake Tahoe, CA 96150

### **Fresno County**

Clovis Unified SELPA  
1450 Herndon Ave.  
Clovis, CA 93611

Fresno County SELPA  
1111 Towers, Van Ness  
Fresno, CA 93721

Fresno Unified SELPA  
1301 "M" St.  
Fresno, CA 93721

### **Glenn County**

Glenn County SELPA  
525 W Sycamore St.  
Willows, CA 95988

**Humboldt/Del Norte Counties**

Humboldt/Del Norte SELPA  
901 Myrtle Ave.  
Eureka, CA 95501

**Imperial County**

Imperial County SELPA  
1398 Sperber Road, Bldg. D  
El Centro, CA 92243

**Inyo County**

Inyo County SELPA  
PO Box 938  
Big Pine, CA 93515

**Kern County**

Bakersfield City SELPA  
714 Williams Street  
Bakersfield, CA 93303

Kern County Consortium SELPA  
1300 17th St.  
Bakersfield, CA 93301

Kern High SELPA  
5801 Sundale Ave.  
Bakersfield, CA 93309

Sierra Sands SELPA  
113 Felspar  
Ridgecrest, CA 93555

**Kings County**

Kings County SELPA  
1144 West Lacey Blvd.  
Hanford, CA 93230

**Lake County**

Lake County SELPA  
1152 South Main  
Lakeport, CA 95453

**Lassen County**

Lassen County SELPA  
472-013 Johnstonville Rd. N.  
Susanville, CA 91630

**Los Angeles County**

Antelope Valley SELPA  
39139 10th Street East  
Palmdale, CA 93550

Downey/Montebello SELPA  
16240 Paramount Blvd, Ste. E  
Paramount, CA 90723

East San Gabriel Valley SELPA  
1400 Ranger Dr.  
Covina, CA 91722-2055

Foothill SELPA  
1700 E. Mountain St.  
Glendale, CA 91207

Long Beach Unified SELPA  
4310 Long Beach Blvd  
Long Beach, CA 90807

Los Angeles Unified SELPA  
333 Beaudry Avenue, Floor 17  
Los Angeles, CA 90017

Norwalk/La Mirada/ABC SELPA  
16700 Norwalk, B1  
Cerritos, CA 90703

Pasadena Unified SELPA  
351 South Hudson  
Pasadena, CA 91109

Mid-Cities SELPA  
16240 Paramount Blvd., Ste. E  
Paramount, CA 90723

Santa Clarita SELPA  
24930 Avenue Stanford  
Santa Clarita, CA 91355

Los Angeles County Office of Ed  
LACOE SELPA  
9300 Imperial Hwy., ECC 207  
Downey, CA 90242

Puente Hills SELPA  
1830 Nogales St.  
Rowland Heights, CA 91748

Southwest SELPA  
1401 Inglewood Avenue  
Redondo Beach, CA 90278

Tri-City SELPA  
4034 Irving Place  
Culver City, CA 90232

West San Gabriel Valley SELPA  
159 East Live Oak Ave., Ste. 208  
Arcadia, CA 91006

Whittier Co-op SELPA  
8036 S. Ocean View Ave.  
Whittier, CA 90602

**Madera/Mariposa Counties**

Madera/Mariposa SELPA  
28123 Avenue 14  
Madera, CA 93638

**Marin County**

Marin County SELPA  
PO Box 4925  
San Rafael, CA 94913

**Mendocino County**

Mendocino County SELPA  
2240 Old River Road  
Ukiah, CA 95482

**Merced County**

Merced County SELPA  
632 West 13th St.  
Merced, CA 95340

**Modoc County**

Modoc County SELPA  
139 West Henderson  
Alturas, CA 96101

**Mono County**

Mono County SELPA  
PO Box 477  
Bridgeport, CA 93517

**Monterey County**

Monterey County SELPA  
901 Blanco Circle  
Salinas, CA 93912

**Napa County**

Napa County SELPA  
2121 Imola Avenue  
Napa, CA 94559

**Nevada County**

Nevada County SELPA  
112 Nevada City Highway  
Nevada City, CA 95959

**Orange County**

Anaheim City SELPA  
890 South Olive  
Anaheim, CA 92805

Capistrano Unified SELPA

32972 Calle Perfecto  
San Juan Capistrano, CA 92675



Garden Grove Unified SELPA  
10331 Standiford Ave.  
Garden Grove, CA 92840

Greater Anaheim SELPA  
5172 Orange Ave.  
Cypress, CA 90630

Irvine Unified SELPA  
5050 Barranca Pkwy.  
Irvine, CA 92714

Newport-Mesa Unified SELPA  
PO Box 1368  
Newport Beach, CA 92683

North/East Orange County SELPA  
1301 East Orangethorpe  
Placentia, CA 92870

North Orange County SELPA  
1021 W. Bastanchury #161  
Fullerton, CA 92833

Orange Unified SELPA  
1401 N. Handy  
Orange, CA 92666

Santa Ana Unified SELPA  
1601 E. Chestnut Ave.  
Santa Ana, CA 92701

South Orange County SELPA  
25631 Peter A. Hartman Way  
Mission Viejo, CA 92691

Tustin Unified SELPA  
300 South C St.  
Tustin, CA 92680

West Orange County SELPA  
10251 Yorktown Ave.  
Huntington Beach, CA 92646

**Placer County**

Placer County SELPA  
360 Nevada St.  
Auburn, CA 95603

**Plumas County**

Plumas County SELPA  
PO Box 10330  
Quincy, CA 95971

**Riverside County**

Corona - Norco SELPA  
2820 Clark Ave.  
Norco, CA 92860

Moreno Valley SELPA  
25634 Alessandra Blvd.  
Moreno Valley, CA 92553

Riverside County SELPA  
Val Verde USD  
975 W. Morgan Street  
Perris, CA 92571

Riverside Unified SELPA  
3380 14th Street  
Riverside, CA 92501

**Sacramento County**

Elk Grove Unified SELPA  
9510 Elk Grove-Florin Rd.  
Elk Grove, CA 95624

Sacramento City SELPA  
520 Capitol Mall  
Sacramento, CA 95814

Sacramento County SELPA  
9783 Lincoln Village Dr.  
Sacramento, CA 95827

San Juan Unified SELPA  
3736 Walnut Ave.  
Carmichael, CA 95608

**San Benito County**

San Benito County SELPA  
460 Fifth St.  
Hollister, CA 95023

**San Bernardino County**

Desert-Mountain SELPA  
17800 Highway 18  
Apple Valley, CA 92308

East Valley SELPA  
1040 Cooley Dr.  
Colton, CA 92324

Fontana Unified SELPA  
9680 Citrus Ave. #33  
Fontana, CA 92335

Morongo Unified SELPA  
1557 Utah Trail  
PO Box 1209  
Twenty-nine Palms, CA 92277

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San Bernardino, CA 92411

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Rancho Cucamonga, CA 91730

**San Diego County**

East County SELPA  
924 E. Main  
El Cajon, CA 92021

North Coastal SELPA  
570 Rancheros Drive, Suite 200  
San Marcos, CA 92069

North Inland SELPA  
P.O. Box 2709 / 398 D. Street  
Ramona, CA 92065

Poway Unified SELPA  
13626 Twin Peaks Rd.  
Poway, CA 92064

San Diego Unified SELPA  
4100 Normal Street  
Annex 6  
San Diego, CA 92103

South County SELPA  
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National City, CA 91950

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San Francisco County SELPA  
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**San Joaquin County**

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1305 E. Vine St.  
Lodi, CA 95240

San Joaquin County SELPA  
PO Box 213030  
Stockton, CA 95213

Stockton Unified SELPA  
55 West Flora  
Stockton, CA 95202

**San Luis Obispo County**

San Luis Obispo County SELPA  
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Atascadero, CA 93422

**San Mateo County**

San Mateo County SELPA  
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Redwood City, CA 94065

**Santa Barbara County**

Santa Barbara County SELPA  
401 N. Fairview Ave.  
Goleta, CA 93117

**Santa Clara County**

Santa Clara County SELPAs I-VII  
1290 Ridder Dr. #277  
San Jose, CA 95131

South East Consortium SELPA  
3434 Marten Ave.  
San Jose, CA 95148

**Santa Cruz County**

North Santa Cruz County SELPA  
809 Bay Avenue, Suite H  
Capitola, CA 95010

Pajaro Valley SELPA  
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**Shasta County**

Shasta County SELPA  
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Redding, CA 96001

**Sierra County**

Sierra County SELPA  
PO Box 959  
Loyalton, CA 96118

Sierra Sands SELPA  
348 Rowe Street  
Ridgecrest, CA 93555

**Siskiyou County**

Siskiyou County SELPA  
609 South Gold St.  
Yreka, CA 96097

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Solano County SELPA  
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Fairfield, CA 94585

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211 Valle Vista  
Vallejo, CA 94590

**Sonoma County**

Sonoma County SELPA  
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Santa Rosa, CA 95403

**Stanislaus County**

Modesto City SELPA  
426 Locust St.  
Modesto, CA 95351

Stanislaus County SELPA  
1100 H Street  
Modesto, CA 95355

**Sutter County**

Sutter County SELPA  
970 Klamath Lane  
Yuba City, CA 95993

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Tehama County SELPA  
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Red Bluff, CA 96080

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PO Box 1256  
Weaverville, CA 96093

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Tulare County SELPA  
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Visalia, CA 93291

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Tuolumne County SELPA  
175 S. Fairview Lane  
Sonora, CA 95370

**Ventura County**

Ventura County SELPA  
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Camarillo, CA 93010

**Yolo County**

Yolo County SELPA  
1280 Santa Anita Court  
Woodland, CA 95776

**Yuba County**

Yuba County SELPA  
935 14th St.  
Marysville, CA 95901

## **NOTES**

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