




**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

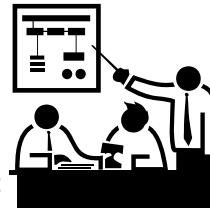
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OVERVIEW

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.



Before 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.

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

Special Education Programs

Under comprehensive special education programming, several beneficial goals have been achieved.

Initially, 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.

As 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.

The “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.

Many 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:

Child Find	Each public school system is responsible to find and serve all eligible children with disabilities in its area.
Free Appropriate Public Education	Each public school system is responsible for ensuring that each child with disabilities is served appropriately, at no cost to the parent.
Least Restrictive Environment	Each child is assured of his/her right of education with nondisabled peers to the maximum extent appropriate.
Due Process	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.
Individualized Educational Program	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

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

CEC	California's Education Code.
CEC	Council for Exceptional Children—a professional organization of parents, teachers, administrators, and others who support children with disabilities.
Complaint	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.
DD	
DIS	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.
Due Process	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.
FAPE	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.

ISP	Individual Service Plan—plan provided to a special education eligible student parentally enrolled in a private school.
LD	Learning Disabled—pupils with specific learning disorders affecting educational performance.
LEA	Local Education Agency—any local school district or County Office of Education which has responsibility to provide special education services to eligible students.
Local Plan	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.
Low Incidence Disability	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.
LRE	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.

NPA	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.
NPS	Nonpublic (nonsectarian) School - a school which meets standards to allow private placement of students for whom there is no appropriate public school placement available.
OHI	Other Health Impaired - a student with a chronic medical impairment, such as asthma which impairs the student's educational performance.
PS	Program Specialist - a highly trained specialist who has advanced training and in-depth knowledge in special education services.
Related Services	Educational services which are necessary to allow the individuals with disabilities to benefit from their special education. (See DIS)

RLA	Responsible Local Agency—see AU.
RSP	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.
SDC	Special Day Class - instructional settings in which a student receives special education instruction more than 50% of the day.
SELPA	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.
Severely Handicapped (SH)	Disabilities such as autism, blindness, deafness, severe orthopedic impairments, emotional disturbance, severe developmental disabilities and multiple disabilities which require intensive services for students.
Title V Regulations	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

San Bernardino City Unified SELPA
1535 W. Highland Avenue
San Bernardino, CA 92411

West End SELPA
8265 Aspen Ave. #200
Rancho Cucamonga, CA 91730

San Diego County

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

North Coastal SELPA
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San Marcos, CA 92069

North Inland SELPA
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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
800 National City Blvd., #202
National City, CA 91950

San Francisco County

San Francisco County SELPA
1098 Harrison Street
San Francisco, CA 94103

San Joaquin County

Lodi Unified SELPA
1305 E. Vine St.
Lodi, CA 95240

San Joaquin County SELPA
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Stockton, CA 95213

Stockton Unified SELPA
55 West Flora
Stockton, CA 95202

San Luis Obispo County

San Luis Obispo County SELPA
8005 Moro Road
Atascadero, CA 93422

San Mateo County

San Mateo County SELPA
101 Twin Dolphin Dr.
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
280 Main St.
Watsonville, CA 95076

Shasta County

Shasta County SELPA
1644 Magnolia Ave.
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

Solano County

Solano County SELPA
5100 Business Center Dr.
Fairfield, CA 94585

Vallejo City Unified SELPA
211 Valle Vista
Vallejo, CA 94590

Sonoma County

Sonoma County SELPA
5340 Skylane Blvd.
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

Tehama County

Tehama County SELPA
PO Box 689
Red Bluff, CA 96080

Trinity County

Trinity County SELPA
PO Box 1256
Weaverville, CA 96093

Tulare County

Tulare County SELPA
2637 W. Borrel / P.O. Box 5091
Visalia, CA 93291

Tuolumne County

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

Ventura County

Ventura County SELPA
777 Aileen Street
Camarillo, CA 93010

Yolo County

Yolo County SELPA
1280 Santa Anita Court
Woodland, CA 95776

Yuba County

Yuba County SELPA
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