



NAPA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA

SELPA Executive Board (SEB) Meeting

Kelsey Petithomme, SELPA Director

CANCELED

3/20/2026

3ž ORGANIZATION

The meeting will be called to order

4ž APPROVAL OF THE AGENDA

5ž CONSENT CALENDAR ITEMS

#ž Approval of Minutes: 2/12/2026 SELPA Executive Board Meeting (C.1)

6ž PUBLIC COMMENT

Suggestions, comments, and requests may be presented to the Board on those subjects over which the Board has jurisdiction. Normally, the Board will take no action now. Individuals may be limited to three minutes in their presentation. Comments and petitions from the public. SUBMIT COMMENTS PRIOR TO 8:00 am on the day of the meeting by either emailing lprudhomme@napacoe.org or calling 707-253-6807 and leaving a message. Please be sure to include your name and contact information if you would like a follow-up by the SELPA Director. All comments will be parsed for appropriateness before being read aloud.

7ž SELPA BUSINESS: ACTION ITEMS

#ž No action items

8ž SELPA BUSINESS: DISCUSSION ITEMS

#ž Local Plan 2026-2027 Preview: Section D / 8ž fi

Šž Local Plan 2026- 2027 Preview: Section E / 8ž fi

%ž 2026-2027 Written Allocation Plan Preview / 8ž fi

&ž 2026-2027 Regionalized Budget Preview / 8ž fi

9ž SELPA COMMUNUCATIONS & REPORTS

1. SELPA Administrator's & Finance Committee Meeting (G.1)
2. SELPA Director Activities Update (G.2)

H. CLOSED SESSION

With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957(b)(1)

1. Progress Update: SELPA Director 2025-2026 Goals (H.1)

I. RECOVENE TO OPEN SESSION

J. REPORT OF ACTION TAKEN CLOSED SESSION

K. NEW BUSINESS

L. ADJOURNMENT

In compliance with the Americans with Disabilities Act, for those requiring special assistance to access SELPA public meetings, to access written documents being discussed at the meetings, or to otherwise participate at SELPA public meetings, please contact the SELPA office at (707) 253-6807. Notification of at least 48 hours prior to the meeting will enable SELPA to provide reasonable arrangements to ensure accessibility to the meeting and to provide any required accommodations, auxiliary aids, or services.



NAPA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA
Kelsey Petithomme, SELPA Director
February 12, 2026
SELPA Executive Board Meeting
10:30am
Napa County Office of Education
2121 Imola Avenue, Napa CA 94559

SELPA EXECUTIVE BOARD MEETING MINUTES

PRESENT: Rosanna Mucetti, Napa Valley Unified School District; Jody McClay, St Helena Unified School District; Kim Kern, Pope Valley Union Elementary School District; Josh Schultz, Napa County Office of Education; Joshua Munoz, Howell Mountain Elementary School District

ABSENT: Audra Pittman, Calistoga Joint Unified School District

SELPA STAFF: Kelsey Petithomme, Amber Léon, Lily Prudhomme

Public: None

A. ORGANIZATION

The meeting is called to order at 10:33am by *Chairperson Rosanna Mucetti*.

B. APPROVAL OF AGENDA

Superintendent Schultz motioned to approve the agenda. Superintendent Kern seconded the motion, and the agenda was approved.

NCOE aye CJUSD _____ HMESD aye NVUSD aye PVUSD aye SHUSD aye

C. APPROVAL OF MINUTES – October 24, 2025

Superintendent McClay motioned to approve the minutes from October 24, 2025. Superintendent Kern seconded the motion and the minutes were approved.

NCOE aye CJUSD _____ HMESD aye NVUSD aye PVUSD aye SHUSD aye

D. PUBLIC COMMENTS

There were no public comments.

E. SELPA BUSINESS: ACTION ITEMS

1. Adoption of 2025-26 SELPA Executive Board Priorities.
Superintendent Schultz motioned to approve the 2025-26 SELPA Executive Board Priorities, as presented. Superintendent Munoz seconded the motion and priorities were approved.

NCOE aye CJUSD _____ HMESD aye NVUSD aye PVUSD aye SHUSD aye

F. SELPA BUSINESS: DISCUSSION ITEMS

1. 2026 Annual Determination Letters
Director Petithomme reviewed areas of growth and areas in need of improvement for each District, based on the Annual Determination Letters sent by CDE in February 2026. She will be working with individual SPED directors on improving data for performance elements and will dig into risk/ratio for restraint and seclusion numbers indicated in the ADL. Director Petithomme will also be presenting these findings to CAC, SAC, and SFC at upcoming meetings.
2. Compliance and Monitoring Update
Director Petithomme presented an overview of the CIM process, noting that the cycle is starting over for NVUSD, CJUSD, and SHUSD. Small Schools Monitoring is ongoing for PVUSD, Stone Bridge, HMESD, and NCOE. Director Petithomme also noted that she would like to be more involved in the development of CIM plans with each District this year.
3. 2026-27 Governor's Budget: Special Education Updates
Amber Leon presented the SELPA Allocation and Governor Newsom's proposed budget increases.
4. February 2026 Special Education Update
Director Petithomme presented information on the disability categories and grade levels where there have been significant increases in students found eligible, County-wide, particularly OHI and SLI. Some discussion of the potential need for more early interventions followed.

G. SELPA COMMUNICATIONS/REPORTS

1. SELPA Administrators' Committee (SAC)
Director Petithomme provided recent agendas from these meetings and will be presenting the findings of the Annual Determination Letters to SAC, CAC, and SFC.

2. SELPA Director Activities Update
Director Petithomme provided and overview of her activities in each District from October 2025 – February 2026.

H. CLOSED SESSION

Superintendent Mucetti convened the Closed Session at 11:14am.

With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957

1. Progress Update: SELPA Director’s Goals 2025-26

I. RECONVENE TO OPEN SESSION

Open Session was reconvened at 11:33am.

J. REPORT OF ACTION TAKEN IN CLOSED SESSION

Superintendent Mucetti reported that no action was taken in Closed Session.

K. NEW BUSINESS

There was no new business.

L. ADJOURNMENT

Superintendent Kern motioned to adjourn the meeting of the SELPA Executive Board. Superintendent Munoz seconded the motion and the motion to adjourn carried. The meeting was adjourned at 11:33am.

NCOE aye CJUSD _____ HMESD aye NVUSD aye PVUSD aye SHUSD aye

LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

Local Plan Section D: Annual Budget Plan

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

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

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

Section D: Annual Budget Plan

SELPA

Fiscal Year

TABLE 1

Special Education Projected Revenue Reporting (Items D-1 to D-3)

D-1. Special Education Revenue by Source

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

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	<input type="text" value="1,078,002"/>	4.56%
AB 602 Property Taxes	<input type="text" value="16,155,451"/>	68.35%
Federal IDEA Part B	<input type="text" value="4,649,785"/>	19.67%
Federal IDEA Part C	<input type="text" value="45,383"/>	0.19%
State Infant/Toddler	<input type="text" value="1,708,681"/>	7.23%
State Mental Health	<input type="text" value="0"/>	0.00%
Federal Mental Health	<input type="text" value="0"/>	0.00%
Other Projected Revenue	<input type="text" value="0"/>	0.00%
Total Projected Revenue:	23,637,302	100.00%

D-2. "Other Revenue" Source Identification

Identify all revenue identified in the "Other Revenue" category above, by revenue source, that is received by the SELPA specifically for the purpose of special education, including any property taxes allocated to the SELPA pursuant to *EC* Section 2572. *EC* Section 56205(b)(1)(B)

D-3. Attachment II: Distribution of Projected Special Education Revenue

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

Section D: Annual Budget Plan

SELPA

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TABLE 2

Total Projected Budget Expenditures by Object Code (Items D-4 to D-6)

D-4. Total Projected Budget by Object Code

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

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	<input type="text" value="26,471,978"/>	39.12%
Object Code 2000—Classified Salaries	<input type="text" value="14,722,459"/>	21.76%
Object Code 3000—Employee Benefits	<input type="text" value="15,318,937"/>	22.64%
Object Code 4000—Supplies	<input type="text" value="1,166,688"/>	1.72%
Object Code 5000—Services and Operations	<input type="text" value="9,143,438"/>	13.51%
Object Code 6000—Capital Outlay	<input type="text" value="15,000"/>	0.02%
Object Code 7000—Other Outgo and Financing	<input type="text" value="828,440"/>	1.22%
Total Projected Expenditures:	67,666,940	100.00%

D-5. Attachment III: Projected Local Educational Agency Expenditures by Object Code

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

D-6. Code 7000—Other Outgo and Financing

Include a description for the expenditures identified under object code 7000:

Section D: Annual Budget Plan

SELPA

Fiscal Year

TABLE 3

Federal, State, and Local Revenue Summary (Items D-7 to D-8)

D-7. Federal Categorical, State Categorical, and Local Unrestricted Funding

Using the fields below, enter the projected funding by revenue jurisdiction. The "Total Revenue From All Sources" and the "Percentage of Total Funding" fields are automatically calculated.

Revenue Source	Amount	Percentage of Total Funding
Projected State Special Education Revenue	<input type="text" value="18,942,134"/>	27.99%
Projected Federal Revenue	<input type="text" value="4,711,484"/>	6.96%
Local Contribution	<input type="text" value="44,013,322"/>	65.04%
Total Revenue from all Sources:	67,666,940	100.00%

D-8. Attachment IV: Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency

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

D-9. Special Education Local Plan Area Allocation Plan

- a. Describe the SELPA's allocation plan, including the process or procedure for allocating special education apportionments, including funds allocated to the RLA/AU/responsible person pursuant to *EC* Section 56205(b)(1)(A).

Funds are distributed based on ADA and/or pupil counts relating to each program. AU funds are allocated as per SELPA Executive Board approval.

- b. YES NO

If the allocation plan specifies that funds will be apportioned to the RLA/AU/AE, or to the SELPA administrator (for single LEA SELPAs), the administrator of the SELPA, upon receipt, distributes the funds in accordance with the method adopted pursuant to *EC* Section 56195.7(i). This allocation plan was approved according to the SELPA's local policymaking process and is consistent with SELPA's summarized policy statement identified in Local Plan Section B: Governance and Administration item B-4. If the response is "NO," then either Section D should be edited, or Section B must be amended according to the SELPA's adopted policy making process, and resubmitted to the COE and CDE for approval.

Section D: Annual Budget Plan

SELPA

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TABLE 4

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

D-10. Regionalized Operations Budget

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

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	<input type="text" value="225,303"/>	35.14%
Object Code 2000—Classified Salaries	<input type="text" value="170,602"/>	26.61%
Object Code 3000—Employee Benefits	<input type="text" value="123,084"/>	19.20%
Object Code 4000—Supplies	<input type="text" value="7,650"/>	1.19%
Object Code 5000—Services and Operations	<input type="text" value="39,315"/>	6.13%
Object Code 6000—Capital Outlay	<input type="text"/>	0.00%
Object Code 7000—Other Outgo and Financing	<input type="text" value="75,134"/>	11.72%
Total Projected Operating Expenditures:	641,088	100.00%

D-11. Object Code 7000 --Other Outgo and Financing Description

Include a description of the expenditures identified under "Object Code 7000—Other Outgo and Financing" by SACS codes. See Local Plan Guidelines for examples of possible entries.

SELPA

Fiscal Year

TABLE 5

Supplemental Aids and Services and Students with Low Incidence Disabilities (D-12 to D-15)

The standardized account code structure (SACS), goal 5760 is defined as "Special Education, Ages 5–22." Students with a low incidence (LI) disability are classified severely disabled. The LEA may elect to have locally defined goals to separate low-incidence disabilities from other severe disabilities to identify these costs locally.

D-12. Defined Goals for Students with LI Disabilities

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

YES NO

If "No," describe how the SELPA identifies expenditures for low-incidence disabilities as required by *EC* Section 56205(b)(1)(D)?

D-13. Total Projected Expenditures for Supplemental Aids and Services in the Regular Classroom and for Students with LI Disabilities

Enter the projected expenditures budgeted for Supplemental Aids and Services (SAS) disabilities in the regular education classroom.

D-14. Total Projected Expenditures for Students with LI Disabilities

Enter the total projected expenditures budgeted for students with LI disabilities.

D-15. Attachment V: Projected Expenditures by LEA for SAS Provided to Students with Exceptional Needs in the Regular Classroom and Students with LI Disabilities

Using the current CDE-approved template provided for Attachment V, enter the SELPA's projected funding allocations to each LEA for the provision of SAS to students with exceptional needs placed in the regular classroom setting and for those who are identified with LI disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5.

LOCAL PLAN
Attachments
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education
Special Education Division
Local Plan Annual Submission

**INTENTIONALLY
LEFT
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SELPA: Fiscal Year: **Attachment I—Local Educational Agency Listing****Participating Local Educational Agency Identification**

Enter the California Department of Education (CDE) issued county/district/school code (CDS) and the full name for each local educational agency (LEA) participating in the Local Plan. Only charter schools that have applied and been approved by their governing board as LEAs for special education purposes should be listed on Attachment I. The LEA names will automatically populate the remaining attachments. Pursuant to California *Education Code (EC)* sections 56205(a)(12)(D)(iii) and 56195.1(b) and (c). SELPAs with one or more LEAs, or those who join with the county office of education (COE) to submit a Local Plan to the CDE for consideration of approval must include copies of joint powers agreements or contractual agreements, as appropriate.

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

To Add or Delete Rows:

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

LEA Membership Changes:

If an LEA was previously reported to the CDE in fiscal year 2021–22 or 2022–23 and there is a change in SELPA membership, **DO NOT DELETE** the entry. Instead, under the "LEA Status" column, select the drop-down menu and choose the applicable status option for the LEA membership change.

SELPA County/District/School Codes

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

Attachment I

SELPA:

Fiscal Year:

Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
<input checked="" type="checkbox"/> <input type="checkbox"/>	1	28	10280			Napa County Office of Education	Kelsey	Petithomme	707-253-6808	kpetithomme@napacoe.org	<input type="text" value="Previously Reported"/>
<input checked="" type="checkbox"/> <input type="checkbox"/>	2	28	66241			Calistoga Joint Unified School District	Michael	DeFrancesco	707-942-4703	mdefrancesco@calistogajusd.org	<input type="text" value="Previously Reported"/>
<input checked="" type="checkbox"/> <input type="checkbox"/>	3	28	66258			Howell Mountain Elementary	Joshua	Munoz	707-965-2423	jmunoz@hmesd.org	<input type="text" value="Previously Reported"/>
<input checked="" type="checkbox"/> <input type="checkbox"/>	4	28	66266			Napa Valley Unified School District	Terri Lynne	Ricetti	707-259-8552	tricetti@nvusd.org	<input type="text" value="Previously Reported"/>
<input checked="" type="checkbox"/> <input type="checkbox"/>	5	28	66282			Pope Valley Union Elementary	Kim	Kern	707-965-2402	shjella@pvk8.org	<input type="text" value="Previously Reported"/>
<input checked="" type="checkbox"/> <input type="checkbox"/>	6	28	66290			Saint Helena Unified School District	Chris	Heller	707-967-2832	"Chris Heller" cheller@sthelenauunified.org	<input type="text" value="Previously Reported"/>

SELPA: Fiscal Year:

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

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

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

SELPA: Napa County SELPA

Fiscal Year: 2026-27

Attachment II—Projected Special Education Revenue by Local Educational Agency

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
1	Napa County Office of Education	0	1,301,757	45,383	18,801	1,708,681	0	0	0	3,074,622
2	Calistoga Joint Unified School District	0	710,049	0	202,135	0	0	0	0	912,184
3	Howell Mountain Elementary	0	111,395	0	0	0	0	0	0	111,395
4	Napa Valley Unified School District	1,078,002	12,866,775	0	4,127,495	0	0	0	0	18,072,272
5	Pope Valley Union Elementary	0	49,942	0	0	0	0	0	0	49,942
6	Saint Helena Unified School District	0	1,115,533	0	301,354	0	0	0	0	1,416,887
Totals:		1,078,002	16,155,451	45,383	4,649,785	1,708,681	0	0	0	23,637,302

SELPA: Napa County SELPA

Fiscal Year: 2026-27

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
1	Napa County Office of Education	1,246,773	816,305	739,124	745,668	974,303	15,000	459,625	4,996,798
2	Calistoga Joint Unified School District	1,241,577	956,438	989,643	21,875	396,780	0	177,956	3,784,269
3	Howell Mountain Elementary	158,916	52,884	74,867	5,500	51,246	0	0	343,413
4	Napa Valley Unified School District	21,622,481	11,862,765	11,999,517	274,466	7,005,072	0	190,859	52,955,160
5	Pope Valley Union Elementary	25,633	12,299	17,373	130	36,334	0	0	91,769
6	Saint Helena Unified School District	2,176,598	1,021,768	1,498,413	119,049	679,703	0	0	5,495,531
Totals:		26,471,978	14,722,459	15,318,937	1,166,688	9,143,438	15,000	828,440	67,666,940

SELPA: Napa County SELPA

Fiscal Year: 2026-27

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
1	Napa County Office of Education	64,184	1.37%	3,010,438	15.89%	1,922,176	3,074,622
2	Calistoga Joint Unified School District	202,135	4.31%	710,049	3.75%	2,872,085	912,184
3	Howell Mountain Elementary	0	0.00%	111,395	0.59%	232,018	111,395
4	Napa Valley Unified School District	4,127,495	87.91%	13,944,777	73.62%	34,882,888	18,072,272
5	Pope Valley Union Elementary	0	0.00%	49,942	0.26%	41,827	49,942
6	Saint Helena Unified School District	301,354	6.42%	1,115,533	5.89%	4,078,644	1,416,887
Totals:		4,695,168	100.00%	18,942,134	100.00%	44,029,638	23,637,302

SELPA: Napa County SELPA

Fiscal Year: 2026-27

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
1	Napa County Office of Education	0	595,507
2	Calistoga Joint Unified School District	228,731	10,993
3	Howell Mountain Elementary	129,955	0
4	Napa Valley Unified School District	0	0
5	Pope Valley Union Elementary	16,972	0
6	Saint Helena Unified School District	6,807	18,322
Totals:		382,465	624,822

**Attachment VI
must be
completed
using the CDE
approved
Microsoft Excel
Template**

Attachment VII

SELPA:

Fiscal Year:

Attachment VII—Special Education Local Plan Area Membership Transfers and Mergers (to and from the SELPA)

Educational programs and services already in operation may not be transferred to another LEA unless all provisions of *EC* Section 56207 have been met by the SELPA as demonstrated by the completion and submission of Attachment VII. The effective date of the transfer must not be prior to the July 1 of the second fiscal year after the date the sending or receiving SELPA informed the other agency and the governing body of multiple LEA SELPAs or the responsible individual of single LEA SELPAs notified the other agency, unless both the sending and receiving SELPA unanimously agree the transfer date will take effect on the July 1 of the first fiscal year following the notification date.

LEA Name	Add or Delete Row	LEA Status	Transferred FROM	Transferred TO	Initiating SELPA Notification Date	SELPA Governing Board Notification Date	COE Notification Date	CDE Notification Date	Agreed Upon Effective Fiscal Year
Napa County Office of Education	<input type="checkbox"/> + <input type="checkbox"/> -	Delete This Row							<input type="text"/>
Calistoga Joint Unified School District	<input type="checkbox"/> + <input type="checkbox"/> -	Delete This Row							<input type="text"/>
Howell Mountain Elementary	<input type="checkbox"/> + <input type="checkbox"/> -	Delete This Row							<input type="text"/>
Napa Valley Unified School District	<input type="checkbox"/> + <input type="checkbox"/> -	Delete This Row							<input type="text"/>
Pope Valley Union Elementary	<input type="checkbox"/> + <input type="checkbox"/> -	Delete This Row							<input type="text"/>
Saint Helena Unified School District	<input type="checkbox"/> + <input type="checkbox"/> -	Delete This Row							<input type="text"/>

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



California Department of Education
Special Education Division
Local Plan Annual Submission

Section E: Annual Service Plan

SELPA: 2800 Napa County

Fiscal Year: 2026-27

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/
Specially Designed Instruction

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

Specialized academic instruction is adapting as appropriate the needs of a student with an IEP to ensure that the student can meet the educational needs of the students so he or she can meet the educational standards of the LEA.

Service is Not Currently Provided

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- 210–Family Training, Counseling, Home Visits (Ages 0-2 only) *Service is Not Currently Provided*

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

These services are provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special need of the child and enhancing the child's development.

- 220–Medical (Ages 0-2 only) *Service is Not Currently Provided*

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

There are currently no IEPs that require this service. LEAs are ready, willing and able to provide this service, should it become necessary.

- 230–Nutrition (Ages 0-2 only) *Service is Not Currently Provided*

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

There are currently no IEPs that require this service. LEAs are ready, willing and able to provide this service, should it become necessary.

- 240–Service Coordination (Ages 0-2 only) *Service is Not Currently Provided*

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

This is only for service coordination of special education and related services, and communication with families and partner agencies.

- 250–Special Instruction (Ages 0-2 only) *Service is Not Currently Provided*

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

Special instruction includes: the design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental domains, including cognitive processes and social interaction, social-emotional, adaptive, communication and motor skills; curriculum planning, including the planned interaction of the personnel, materials, and time

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and space that leads to achieving the outcomes of the child's Individualized Family Service Plan (IFSP); providing families with the information, skills, and support related to enhancing the skill development of the child; and working with the child and family to enhance the child's development.

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

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

There are currently no IEPs that require this service. LEAs are ready, willing, and able to provide the service, should it become necessary.

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

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

There are currently no IEPs that require this service. LEAs are ready, willing, and able to provide the service, should it become necessary.

340–Intensive Individual Service

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

If the IEP team determines that a student requires additional support for all or part of the day to meet his or her IEP goals, an instructional assistance may be assigned to provide support.

Service is Not Currently Provided

415–Speech and Language *Service is Not Currently Provided*

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

Language and speech services provide intervention for students who have difficulty understanding or using spoken language. The difficulty may result from problems with articulations, abnormal voice quality, pitch, loudness, fluency, hearing loss, or the acquisition, comprehension, or expression of spoken language.

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Services include: specialized instruction and services, monitoring, reviewing, and consultation. Services may be direct or indirect including the use of a speech consultant.

Is the SELPA's average SLP caseload >55? Yes No

The average caseload for speech, language, and hearing specialists in the SELPA shall not exceed 55 cases, unless the SELPA Local Plan specifies a higher average caseload and the reasons for the greater average caseload. EC 56363.3

SELPA Average SLP Caseload: 35

Reasons for greater than 55 average caseload

n/a

425–Adapted Physical Education Service is Not Currently Provided

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

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

435–Health and Nursing: Specialized Physical Health Care Service is Not Currently Provided

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

Specialized physical health care services are provided to students who require health services prescribed by a licensed physician and surgeon.

Health care services means those health services prescribed by the child's licensed physician and/or surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school. Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration and glucose testing.

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436–Health and Nursing: Other *Service is Not Currently Provided*

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

This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do not include any physician-supervised or specialized health care services. IEP-required health and nursing services are expected to supplement the regular health care.

445–Assistive Technology *Service is Not Currently Provided*

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

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

450–Occupational Therapy *Service is Not Currently Provided*

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

Includes services to improve student's educational performance, postural stability, selfhelp abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities.

Services may be provided within the classroom, other educational settings or the home; in a group or on an individual basis; and may include therapeutic techniques to develop abilities; adaptations to the student's environment or curriculum; and consultation and collaboration with other staff and parents. Services provided based upon recommendation of the IEP team and by a qualified occupational therapist registered with the American Occupational Therapy Certification Board.

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460–Physical Therapy

Service is Not Currently Provided

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

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

510–Individual Counseling

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

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

Service is Not Currently Provided

515–Counseling and Guidance

Service is Not Currently Provided

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

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

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520–Parent Counseling

Service is Not Currently Provided

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

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

525–Social Worker Services

Service is Not Currently Provided

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

There are currently no IEPs that require this service. LEAs are ready, willing, and able to provide the service, should it become necessary.

530–Psychological Services

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 Individualized Education Program (IEP), include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; planning programs of individual and group counseling and guidance services for children and parents.

These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. IEP-required psychological services are expected to supplement the regular guidance and counseling program.

535–Behavior Intervention Services

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

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environment.

540–Day Treatment Services

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

This service is structured education, training, and support services to address the student's mental health needs.

Service is Not Currently Provided

545–Residential Treatment

Service is Not Currently Provided

610–Specialized Service for Low Incidence Disabilities

Service is Not Currently Provided

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

There are currently no IEPs that require this service. LEAs are ready, willing, and able to provide the service, should it become necessary.

710–Specialized Deaf and Hard of Hearing Services

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. These services include speech therapy, speech reading, auditory training and/or instruction in the student's mode of communication.

715–Interpreter Services

Service is Not Currently Provided

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

Sign language interpretation of spoken language to individuals whose communication is normally sign language by a qualified sign language interpreter.

This includes conveying information through the sign system of the student or consumer

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720–Audiological Services

Service is Not Currently Provided

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

725–Specialized Vision Services

Service is Not Currently Provided

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

730–Orientation and Mobility

Service is Not Currently Provided

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

735–Braille Transcription

Service is Not Currently Provided

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

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740–Specialized Orthopedic Services

Service is Not Currently Provided

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

745–Reader Services

Service is Not Currently Provided

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

750–Note Taking Services

Service is Not Currently Provided

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

755–Transcription Services

Service is Not Currently Provided

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

760–Recreation Service, Including
Therapeutic Recreation

Service is Not Currently Provided

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

There are currently no IEPs that require this service. LEAs are ready, willing, and able to provide the services, should it become necessary.

820–College Awareness Preparation *Service is Not Currently Provided*

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

This service is provided to promote and increase student learning about higher education opportunities, information, and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility, and financial aid.

830–Vocational Assessment, Counseling, Guidance, and Career Assessment *Service is Not Currently Provided*

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

There are currently no IEPs that require this service. LEAs are ready, willing, and able to provide the service, should it become necessary.

840–Career Awareness *Service is Not Currently Provided*

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

Transition services include a provision for self-advocacy, career planning, and career guidance.

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 provides organized educational programs that are directly related to the preparation of students for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

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855–Job Coaching

Service is Not Currently Provided

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

There are currently no IEPs that require this service. LEAs are ready, willing, and able to provide the service, should it become necessary.

860–Mentoring

Service is Not Currently Provided

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

There are currently no IEPs that require this service. LEAs are ready, willing, and able to provide the service, should it become necessary.

865–Agency Linkages (referral and placement)

Service is Not Currently Provided

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

There are currently no IEPs that require this service. LEAs are ready, willing, and able to provide the service, should it become necessary.

870–Travel and Mobility Training

Service is Not Currently Provided

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

There are currently no IEPs that require this service. LEAs are ready, willing, and able to provide the service, should it become necessary.

890–Other Transition Services

Service is Not Currently Provided

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

These services include program coordination, case management and meetings, and crafting linkages between schools and between schools and postsecondary agencies.

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900–Other Related Service

Service is Not Currently Provided

Description of the “Other Related Service”

Qualifications of the Provider Delivering “Other Related Service”



NAPA COUNTY
SELPA

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***NAPA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)
ALLOCATION PLAN
2026-27***

INTENT

The intent of the plan is to provide an equitable distribution of resources based on the consensus of all members with the recognition that each member has a shared responsibility to all students served by the SELPA, regardless of where the student is enrolled. In addition, the plan is written to be clear and specific, with allocations that have a direct and identifiable rationale. The allocations include a level of predictability to allow members to accurately project the impact of changes in their enrollment or pupils identified for special education.

ALLOCATION MODEL

Funding is received into the Napa County SELPA AU from Federal Individuals with Disabilities Act (IDEA) (resource 3310) and Assembly Bill (AB) 602 (resource 6500) as well as various Special Education Grants (Appendix A – Revenue Sources) and subsequently allocated to SELPA member LEAs using the Standardized Account Code Structure (SACS) based on the Napa County SELPA Allocation Plan which is reviewed annually and approved by the SEB (Appendix B – Allocation).

Allocations are revised at each certification period: advance apportionment; first principal (P-1) apportionment; and second period (P-2) apportionment.

Prior to allocation of funds to each member LEAs, a portion (called off-the-top allocations) of Federal IDEA and AB602 is withheld and maintained in the SELPA. This funding maintained by the SELPA provides funding for the SELPA Administrative budget (which is determined and approved annually by the SEB) allowing the SELPA to operate as well as funding for regionalized programs and services that are provided by the Napa County SELPA and serve all member LEAs.

Off-the-top Allocations

The following are “off- the-top” allocations and are allocated from Federal IDEA (resource 3310/3311) and AB602 (resource 6500):

1. SELPA AU Allocations:

- a) **Medical Therapy Unit (MTU):** Funds will be allocated to cover the necessary expenses for repairs, maintenance, and equipment essential for the Medical Therapy Unit utilized by all LEAs.
The off-the-top allocation will be reviewed annually and will be subject to approval by the SEB. The funds will be distributed as follows:

A portion of the off-the-top allocation will be used for maintenance and repairs. The LEA where the MTU resides will be responsible for submitting an invoice for reimbursement to SELPA for monthly

janitorial and maintenance costs. Any expenditure beyond routine maintenance and janitorial services will require written approval by the SELPA director prior to incurring the costs. Once approved, the LEA will submit an invoice for reimbursement.

The second half of the off-the-top allocation will be reserved for equipment purchases. The purchases must be approved by the SELPA director prior to incurring the cost. The LEA or the MTU may submit an invoice for reimbursement of approved expenditures.

Any unused funds will be rolled into the following year and will reduce the off-the-top allocation for that year.

b) **Program Specialists (PS)/ Regionalized Services (RS) Apportionment:** These funds are allocated to the SELPA AU along with an additional amount from IDEA and AB602 funding to fund the approved SELPA Administrative Unit budget for SELPA operations.

c) **Staff Professional Development:** Staff development or personnel development grants shall be assigned to the SELPA. The SELPA Director, in consultation with the SELPA Administrators Committee, will design and provide a staff development program approved annually by the SELPA Executive Board.

2. Preschool Allocation:

An off-the-top allocation of IDEA and AB 602 funding is directed to the LEAs for preschool. A portion will be projected and allocated to the District of Special Education Accountability. The calculation is based on prior year Fall 1 Preschool Pupil Count, dividing the number of preschool students identified by NCOE and any LEAs providing special education services by the number of Special Education students ages 3-21, and multiplying to IDEA and AB602 funding. The final allocation for the year shall be based on the current year's Fall 1 Pupil count of Preschool students as identified by NCOE and any school districts providing special education services. No funds are maintained at the SELPA once allocated to the districts.

3. Transition Partnership Program Match:

Prior to allocating the AB602 funding to the LEAs, an amount determined in the NVUSD agreement shall be allocated to fund the SELPA match required for the Transition Partnership Grant.

4. Out of Home Care:

Funding is based on the AB602 funding exhibit and is calculated as follows: the sum of cumulative enrollment for foster youth; average daily population at STRTP (Short Term Residential Therapeutic Program); pupil counts for community care; pupil counts for intermediate care; and pupil counts for skilled nursing multiplied by their corresponding rate. Data Source is collected through CALPADS (Census Day), Department of Development (April 1st), and Department of Social Services (EOY). The SELPA requests that each LEA send a report of students in Out-of-Home care on Census Day each year to ensure accuracy in the allocation to each LEA. For any youth that are unable to be identified from the information provided by CDE

and the reports from each LEA, the dollar amount correlating to those students will be added back to the proportionate share and reallocated to LEAs.

Remaining for ADA Distribution

All remaining IDEA and AB602 funding dollars will be allocated to the LEAs of residence, based on ADA as defined in this document (see definitions).

Other Allocated Funding by Award

1. Low Incidence Materials and Services (resource 6502):

Allocation of Low Incidence funds to each Local Education Agency (LEA) will be determined by a weighted average of student counts. The Fall 1 pupil counts from the preceding year will be used to estimate the calculations until the current year Fall 1 is available to update the allocations. The weighted distribution was developed through a collaborative effort between LEA administrative and fiscal staff along with an analysis of previous SELPA low incidence financial data. Funding has been distributed to LEAs with consideration based on the historical trends of cost of equipment and services provided to students with specified eligibilities and the geographical distribution of eligible students within the SELPA. The weight assigned to each pupil is determined by the following criteria.

Weight	Eligible Students
0.2	Students birth-3 years: Students with a primary or secondary qualifying low incidence eligibility: Orthopedic Impairment, Deafness, Hard of Hearing, Visual Impairment, or Deaf-Blindness
1.0	Students 3- 22 years: Students with a primary eligibility of Orthopedic Impairment (OI), Students with a primary or secondary eligibility of Hard of Hearing (HH), or students with a secondary eligibility of Orthopedic Impairment (OI) and any other primary eligibility except for Multiple Disabilities (MD) or Traumatic Brain Injury (TBI).
2.0	Students 3- 22 years: Students with a primary eligibility of Multiple Disabilities (MD) and secondary eligibility of Orthopedic Impairment (OI), Students with a primary eligibility of Traumatic Brain Injury (TBI) and a secondary eligibility of Orthopedic Impairment, and students with a primary or secondary eligibility of Deafness, Visual Impairment (VI), and Deaf- Blindness (DB).

Each year upon adoption of the yearly written allocation plan, Local Education Agencies (LEAs) have the option to either request their funds not utilized in the prior year be directly transferred to them for the purpose of supporting eligible students or kept by the SELPA to facilitate equipment ordering services. If an LEA receives

¹ If any LEA within the SELPA is not allocated Low Incidence Funds because they did not have any eligible students during the prior year Fall 1 count, they will automatically be allocated the funds for one student at the weight of 1. If the LEA does not have any students that would qualify for LI funds within the current year, the funds will be absorbed into the total allocation available to all LEAs the following year. LEAs allocated funds this way are not eligible to receive the funds as a pass-through but may request reimbursement through the SELPA for applicable equipment and/or services in the event they have an eligible student within the current year.

their allocation as a pass through, the SELPA will not provide support for ordering equipment and the LEA will be responsible for the maintenance of appropriate records, and inventory, associated with LI funds. If an LEA decides to have their allocation retained by the SELPA and there are unused funds after the ordering cut off for the year, the SELPA will transfer the remaining balance to the LEA once the ordering process concludes. LEAs will be notified one month prior to the last date available for orders to ensure all orders are placed within a timely manner. If a LEA chooses to have the SELPA retain their funds, the SELPA will provide a monthly budget report to the LEA for tracking purposes.

2. Preschool Grants, Part B, Sec 619 (resource 3315):

IDEA Part B, Sec 619 (resource 3315) grant shall be allocated directly to all SELPA member LEAs based on the preschool prior year Fall 1 Pupil Count. The final allocation for the year shall be based on the current year Fall 1 Pupil count of students in preschool as identified by NCOE and any school districts providing special education services. The SELPA Finance Committee will review the status and actual costs of preschool special education services in the County annually and may make recommendations to the SEB for possible changes to the allocation plan based on that review.

3. Preschool Staff Development (resource 3345):

Staff development or personnel development grants shall be assigned to the SELPA. The SELPA Director, in consultation with the SELPA Administrators Committee, will design and provide a staff development program approved annually by the SELPA Executive Board.

4. Alternative Dispute Resolution (ADR) Expansion Program (resource 3395):

ADR grants shall be assigned to the SELPA AU. The SELPA director will at their discretion determine how the funds will be used and or allocated.

Funds allocated directly to Napa Infant Program (NIP):

The following funds are currently allocated directly to NCOE for the infant program as they are the only member LEA to provide these services and provide services to all LEA members.

- IDEA Early Intervention Grants (resource 3385)
- Early Ed Individuals with Exceptional Needs (Infant Program) (resource 6510)

Funding for the Infant Program operation by the Napa County Office of Education shall be limited to the state unit funding mechanism and the federal and state grants provided for the infant age group.

Funds allocated directly to the Napa Valley Unified School District:

The following funds are currently allocated directly to the NVUSD LEA as they are currently the only member LEA to provide these services and provide services to all LEA members.

- Transition Partnership Program (resource 3410)
- Workability I LEA (resource 6520)

AB 602 Non-Public School extraordinary cost pool funding:

These funds shall be allocated to the LEA submitting the request to CDE (actual additional income at annual certification).

Per federal regulations and SELPA policy related to parentally placed private school students, District of Attendance (LEA Code) must track and expend a proportionate share (RS3311) of its federal funds on parentally placed private school students. A calculation of proportionate share will be done annually as prescribed by the CDE, and the appropriate amounts will be allocated to the districts as a portion of their IDEA Basic Local Assistance Entitlement. Child-Find and assessment costs cannot be counted toward the proportionate share calculation.

Indirect cost-rates are approved annually by the SELPA Executive Board.

ALLOCATION WORKSHEETS

Revenue Spreadsheet (Appendix A): This document tracks all funds that pass through the SELPA AU. The following funds are currently tracked by the SELPA AU on the revenue spreadsheet:

Napa County SELPA Revenues:

- Federal IDEA Basic Local Assistance Entitlement (resource 3310/3311) per grant award.
- AB602 (resource 6500) including property tax, ERAF, base, COLA (if applicable), growth (if applicable), Low Incidence Materials Services, and Out of Home Care, per AB602 SELPA Funding Exhibit. If a change in AB602 funding occurs that is not addressed in this allocation plan, the SELPA Finance Committee will discuss the effects and make appropriate recommendations to the SEB for approval.
- IDEA – Preschool Grants, Part B, Sec 619 (resource 3315) per grant award

Napa Infant Program (NIP Revenues):

These funds are distributed directly to the NCOE as they are the only member LEA to provide infant programs and services.

- IDEA Early Intervention Grants (resource 3385) per grant award
- Early Ed Individuals with Exceptional Needs (Infant Program) (resource 6510) per state entitlement

Special Education Funding at District Level:

These funds are not managed by the SELPA. They are paid directly to the district and the district has the responsibility for tracking and reporting on these funds.

- Transition Partnership Program (resource 3410) as per agreement
- Workability I LEA (resource 6520) as per state entitlement
- Special Education IDEA Mental Health Allocation Plan, Part B, Sec 611 (resource 3327)
- Special Education: Mental Health Services CDE Entitlement (resource 6546)

ADA/Pupil Counts Spreadsheet (Appendix B): This document is used to capture the pupil counts by which the funds are allocated. Data that is tracked on the ADA/Pupil Counts Spreadsheet is as follows...

- P-2 ADA from CDE with CCS shift from CCS office
- Fall 1 Pupil Preschool Count from CALPADS
- Fall 1 Pupil Mental Health Count from CALPADS
- Fall 1 Pupil Private School Count from CALPADS
- Out of Home Care Count from CDE

Allocation Spreadsheet (Appendix C): This document tracks all the funds allocated for Special Education. For the 2024-25 school year, or until the allocation model is adjusted, the Napa County SELPA agrees to allocate special education funding as dictated by the allocation plan and reflected in the allocation spreadsheet

DEFINITIONS

District of Special Education Accountability: Each district is responsible for students requiring special education programs and services who reside within its geographic boundaries and as determined by their age and grade designation, including students residing in Licensed Children's Institutions (LCI) within that district and approved interdistrict transfers. The District of Special Education Accountability is credited with ADA generated by the students enrolled in the district.

Note: An exception exists for high school students residing in the geographic boundaries of Howell Mountain Elementary School District and Pope Valley Union School District. Per Education Code Section 48031, any person who is eligible to attend high school and who does not reside in a high school district or in a unified school district may attend high school in any high school district or unified school district in the county in which the student resides or within another county. When high school eligible students residing in Howell Mountain Elementary School District and Pope Valley Union School District choose to attend high school in St. Helena Unified School District, Calistoga Joint Unified School District, or Napa Valley Unified School District, the district chosen/attended will become their LEA of Residence. The district chosen will be credited with the ADA generated by those students.

- * Napa County Office of Education (NCOE) is the District of Special Education Accountability for students served by the Juvenile Court System at Juvenile Hall. NCOE will be credited with the ADA generated by those students.
- * Students served by NCOE in community schools shall remain the responsibility of the District of Special Education Accountability and the District of Special Education Accountability shall be credited with any ADA generated by those students.

Regionalized programs/services (RS/PS): Those services which are needed and cannot be provided efficiently and effectively by all individual districts due to an economy of scale. Such services are accessible to all member districts and contribute to the program options available throughout the Napa County SELPA. Regionalized service needs and costs are reviewed annually by the SELPA Administrators Committee and the SELPA Finance Committee and recommendations to continue, change or delete regionalized services are made to the SELPA Executive Board at a scheduled board meeting.

Regionalized Programs are:

- SELPA Administrative Unit Services, which includes the SELPA Director and overall administrative support as well as management of the web-based IEP system (SEIS)
- CCS Medical Therapy Unit (MTU)
- SELPA provided professional development, including Crisis Prevention Training (CPI)
- Low incidence equipment, materials, and services
- Alternative Dispute Resolution (ADR) Program

Average Daily Attendance (ADA): The AB 602 funding model provides funding to the SELPAs based on a rate per unit of ADA. ADA is calculated on all students in the LEA. In the SELPA Allocation Plan, AB602 ADA does not include ROP ADA and Adult ED ADA. Napa County SELPA ADA will be projected on prior year P-2 ADA with the year-end allocation based on current year P-2 ADA.

ADA Adjustment: Funds are paid through the principal apportionment. Principal apportionment amounts are calculated three times each fiscal year. The First Principal Apportionment (P-1) is certified by February 20th, the Second Principal Apportionment (P-2) is certified by July 2nd, and the Annual calculation is certified by February 20 of the following year. ADA adjustment will be based on the recertified apportionment documents showing ADA increases or decreases. The funding allocation will be reconciled at each certification.

CASH DISTRIBUTIONS

The purpose of the section is to give guidelines for the timely distribution of cash from the Napa County SELPA.

IDEA (resource 3310/3311): SELPA shall calculate the Proportionate Share Calculation (PPP) using the CDE prescribed form. The designated PPP funds (designated at the LEAs as RS3311) shall be distributed to each district based on the PPP calculation for that district. Remaining IDEA funds shall be distributed based on the percent of prior year's ADA less the ADA of the Napa County Court and Community Schools, Howell Mountain Elementary School District and Pope Valley Union School District. Payments made based on submitted expenditure reports.

ERAF (resource 6500): The first ERAF payment will fund one-half of the "off-the-top" contributions, and the remainder will be distributed based on the prior year's allocation. The second payment will be distributed based on the prior year's allocation.

Property Tax (resource 6500): The first property tax payment will fund one-half of the "off-the-top" contributions, and the remainder will be distributed based on the prior year's allocation. The second payment

will be distributed based on the prior year’s allocation. The final payment will true up allocation to the current year’s allocation amount.

AB602 (resource 6500): Paid out to Napa Valley Unified School District quarterly. Extraordinary Cost Pool will be paid at annual certification to the districts which filed claims as per the CDE ECP certification. Prior Year adjustments will be paid (or taken back) based on that year’s ADA.

TERM OF AGREEMENT

This SELPA Allocation Plan will be reviewed annually and will be incorporated into the Napa County SELPA Local Plan upon approval by the Napa County SELPA Executive Board.

Signatures

NVUSD Superintendent

Rosanna Mucetti

_____ Date _____

Calistoga JUSD Superintendent

Audra Pittman

_____ Date _____

Howell Mountain ESD Superintendent

Josh Munoz

_____ Date _____

Pope Valley USD Superintendent

Kimberly Kern

_____ Date _____

St Helena USD Superintendent

Jodi McClay

_____ Date _____

NCOE Superintendent

Joshua Schultz

_____ Date _____

SELPA Director

Kelsey Petithomme

_____ Date _____

SELPA PROPOSED BUDGETS 2026-27

	SELPA Admin	Professional Development	Preschool Staff Development	ADR	MTU
	6505	3345	3395	6506	
	Budget	Budget	Budget	Budget	Budget
Salaries	\$ 518,989.97				
4300 Supplies	\$ 3,000.00	\$ -		\$ 1,515.70	
4301 Tangible Equipment	\$ 750.00	\$ -			\$ 2,310.42
4400 Equipment	\$ 3,900.00	\$ -			
5100 Contracts >\$25k	\$ -	\$ -			
5200 Travel & Conference	\$ 20,000.00	\$ 10,970.93	\$ 1,001.89	\$ 12,115.92	
5300 Dues & Memberships	\$ 6,000.00	\$ -			
5630 Repairs	\$ -	\$ -			
5716 Xerox Cost Transfer	\$ 500.00	\$ -			
5717 Postage Cost Transfer	\$ 50.00	\$ -			
5723 Fingerprint	\$ 20.00	\$ -			
5728 Communications Transfer	\$ 850.00	\$ -			
5810 Contracted Services	\$ 9,364.53	\$ -			\$ 11,180.00
5900 Communications (Fax)	\$ 250.00	\$ -			
5901 Postage Meter	\$ 120.00	\$ -			
5911 Cell phone stipend	\$ 720.00	\$ -			
5912 Cell phone stipend	\$ 1,440.00	\$ -			
6400 Equipment	\$ -	\$ -			
7310 Travel & Conference	\$ -	\$ -			
7310 Transfer of Indirect	\$ 75,133.50	\$ 1,029.07	\$ 112.11	\$ 1,525.38	\$ 1,509.58
	\$ 641,088.00	\$ 12,000.00	\$ 1,114.00	\$ 15,157.00	\$ 15,000.00
	Continue to utilize Carryover	IDC Rate changes only			



NAPA COUNTY SELPA

Joint SELPA Administrators Committee (SAC) Meeting & SELPA Finance Committee Meeting

February 19, 2026

2:30- 4:00

In-Person: Napa County Office of Education

[February Meeting Attachments](#)

- **Welcome**
 - Check In & District Updates
- [SELPA Finance Committee](#): Amber Leon
- [Program & Finance High Data/Program Analysis: SSC](#)
 - Pre-Referral and General Education Interventions are essential
 - Inclusive Preschool Practices lead to lower special education costs over time
 - Building your own cadre: 8-hour paraprofessionals, dually funded sources, in- house behavioral staff
 - [CDE Preschool Inclusive Practices Toolkit](#)
- **Early Childhood Special Education Updates**
 - Spring DRDP Due Date: May 29, 2026
 - DRDP Updates: Coming March SAC Meeting
 - [Up Valley Early Childhood Preschool Special Update](#): Brittany Nyeholt
- **Legislative Updates:**
 - [SB 939](#): This bill would require, commencing with the 202526 academic year, each local educational agency to additionally ensure that the resources related to neurodiversity developed by the [University of California and California State University Collaborative for Neurodiversity and Learning](#) are readily accessible in a prominent location on the local educational agency's internet website in a manner that is easily accessible to parents or guardians and pupils.
- **Compliance & Monitoring: Annual Determination Letters & District Data**
 - [NVUSD](#), [CJUSD](#), & [SHUSD](#)
 - Monitoring Level: Targeted 2 for Performance Elements
 - Next Up: Development of a CIM Plan
 - [HMESD](#) & [PVESD](#): General Monitoring Activities, Compliance Only
 - [Stonebridge](#) & [NCOE](#): Cycle C 2026 Monitoring Activities
 - CDE Compliance Monitoring Site Visits: David Grundon, CDE Monitoring Consultant, to join 3/19/26 meeting
 - IEP Implementation Window:
 - Date Range for IEP Review: 1/1- 2/27/2026
 - Data Collection Window: 3/2-5/15/2026
 - Data Collection Final Due Date: 5/15/2026
 - Personnel Data Report: Due 5/29/26
- **Professional Development Opportunities:**
 - [IEP In a Minute Series](#)
 - Presentation Materials: [Jennifer Nix & 504 Regulations](#)
 - [Reframing your SLP Therapy for Social Pragmatic Success](#): 4/17
 - [Using AI to Help Support for CIM Plan](#): 2/26 or 3/26
 - [From Guesswork to Guidance: Better FBAs & BIPs](#): 4/14
 - Series: [Myths & Facts About Inclusive Education](#)
- **Hot Topics & Requests**
 - 2026-2027 Professional Development Requests
 - Identification of Intellectual Disabilities
 - Best Practices for Assessing Dually Identified Students for Specific Learning Disabilities
 - AB560: Distribution of Initial Assessments
 - March 12th- NCOE Disability Awareness Event: Beth Foraker & the Redwood SEEDS Scholars 12:00- 1:00 Virtual
 - AAC Foundations I: Open Access- tentative dates 8/6 & 8/7, All Ed Specialists & SLPS
 - Master Contracts 2026-2027

Relationship Building	Professional Development/Learning Activities
Parent & District Consultation	AALR: Lunch & Learn Series: Chronic Absenteeism
CDE Impact Inclusion WorkGroup	Legal Issues 2026
CAC Meeting	Data Advantage
NVUSD Special Education Staff Meeting	
Team IEP Preparation Support: SHUSD	
District Consultation: NVUSD, NCOE, & SHUSD	
NVUSD Special Education Program Tours	
SELPA Director Responsibilities	Facilitated/Supported IEPs
Attended monthly NorCal Region SELPA Meeting	NVUSD x 2
Attended monthly Coalition for Adequate Special Education Funding meeting	
Consulted SELPA Legal Counsel	
Facilitated SELPA Administrators Committee Meeting	
Co- Faciliated Selpa Finance Committee Meeting	
Attended State SELPA: March	
Supported Master Contracts	
SHUSD Parent IEP Workshop	
SELPA SEED Committee Meetings: Increasing Reach & Awareness	
SHUSD Administrative Designee Training	
Co-Chair: CDE & SELPA Early Childhood Committee	
NPS Site Visit: Spectrum Solano	



SELPA DIRECTOR EVALUATION PROCESS

Adopted October 2025

Annually, with input from the SELPA Administrator’s Committee, SELPA Finance Committee & Community Advisory Committee, the SELPA Executive Board will set priorities related to special education within Napa County. Aligned with these priorities, the SELPA Director will propose yearly goals to be reported on at regular intervals throughout the academic year. The final SELPA Executive Board meeting of the academic year will be used for the review of the SELPA director’s annual goals progress, inclusive of commendations and recommendations on overall performance.

SELPA Executive Board Annual Priorities

SELPA Director: Kelsey Petithomme	Year: 2025-2026
Priority 1: To provide comprehensive support, professional development, and technical assistance to member districts, providers, and parents.	
Priority 2: To create a visible and consistent presence for member districts, providers and parents by increasing opportunities for interaction and support.	
Priority 3: With the use of data, and best practices, help member LEAs develop plans for targeted improvement in the provision of their special education services.	

SELPA Director Progress on Goals

Director: Kelsey Petithomme

SEB Annual Priority #1:	To provide comprehensive support, professional development, and technical assistance to member districts, providers, and parents.		
<i>SELPA Director Goal # 1</i>	Work with LEAs to support the development of comprehensive Napa SELPA AAC/AT procedures that are inclusive of best practices, clarity for educators and families, and contain ongoing professional development.		
<i>Success Indicators:</i>	<ul style="list-style-type: none"> • Work with LEA directors to define the current AAC/AT in place across districts • Determine areas in which we can create increased consistency and guideline • Connect LEA with state resource leads, other LEAS, and professional development that focuses on the development and implementation of cohesive, equitable, and clear practices • Develop a guide to offer districts that has clearly articulated practices • Monitor implementation of guidance (year 2-3) to determine impact 		
<i>Progress Update 1:</i> <i>Date: 2/2/2026</i>	<ul style="list-style-type: none"> ○ Met with NVUSD Assistive Technology Specialist and NVUSD Executive Director of Special Education several times to learn about current practices and challenges ○ Facilitated a meeting between Statewide System of Support AAC/AT Lead- Open Access and NVUSD AT specialist to develop a relationship and plan for professional development and targeted support. ○ Arranged for an AT training to take place at NVUSD All-Staff PD Day March 2026. ○ Have surveyed state SELPA organization for current AAC/AT practices including gathering manuals, procedural handbooks, and report templates ○ Will be following up with NVUSD and Open Access to set up the AAC Foundations Training to take place in Summer/Fall 2026 		
<i>Progress Update 2:</i> <i>Date: 3/12/2026</i>	<ul style="list-style-type: none"> ○ Have completed data collection on the number of students in our SELPA who currently use a variety of AAC and AT resources ○ Have developed a staff survey to better understand the varying levels of AAC expertise of staff within the SELPA ○ Worked with NVUSD director on schedule for potential AAC training in August & October 2026 		
<i>Annual Progress Review:</i> <i>Date:</i>	Met Goal	Progress Toward Meeting Goal	Did Not Meet Goal

Updated 3/2026 KP

<i>SELPA Director Goal # 2</i>	Ensure ongoing and robust professional development and educational opportunities are available to providers and parents by having a specific professional development map developed by Spring 2026.		
<i>Success Indicators:</i>	<ul style="list-style-type: none"> • Develop survey of professional development needs to distribute to providers in Spring 2026 • Attend at least 4 parent training opportunities with districts or Family Empowerment Centers (FEC) • Create a draft professional development calendar to provide to LEAs for review by Spring 2026. • Work with CAC to develop educational topics of interests for the 2026-2027 academic year • By August, book and secure PD and educational topics for providers and parents 		
<i>Progress Update 1: Date: 2/12/2026</i>	<ul style="list-style-type: none"> ○ Ongoing gathering topics of interest to providers within the SELPA as well as researching topics that I believe will benefit our providers. <ul style="list-style-type: none"> ○ Have connected with Project Muse (Supporting Dually Identified Learners) to gain an understanding of their support, have shared their resources with members and have researched PD trainers to provide support for targeted training in best practices for assessing English Language Learners with suspected disabilities ○ Have connected with ParentsCAN on topics for parent support for Spring 2026 ○ Will be surveying CAC members and parents at February & March meetings to begin planning for 2026-2027 ○ Scheduled IEP Trainings for SHUSD Parent Group for March 9th & April 13th, 2026 		
<i>Progress Update 2: Date: 3/12/2026</i>	<ul style="list-style-type: none"> ○ Have connected with UC Berkeley- Director of Biligual School Psych Program to discuss a multi-session training calendar for 2026-2027 that will help support assessments for Dually Identified Students ○ CAC Feedback indicates training on how to prepare for your child's IEP in an area of interest for next year ○ Provided Admin Designee Training for SHUSD Site Leadership Team ○ Gathering feedback from district staff on PD interests for 206-2027 		

<i>Annual Progress Review: Date:</i>	Met Goal	Progress Toward Meeting Goal	Did Not Meet Goal
<i>SELPA Director Goal # 3</i>	Work with LEA instructional leaders to better support general education staff by supporting special education students and/or behavioral challenges on their school campuses, focusing on TK/K programs.		
<i>Success Indicators:</i>	<ul style="list-style-type: none"> • Increased connections with general education leadership at district level • Ongoing conversations as to how to increase SELPA participation in professional development provided by district that is not related to special education • Sharing resources and working collaboratively with district staff to help develop pre-referral practices for special education services that focus on reducing special education referrals, when appropriate • Assist in the planning and implementation of professional development targeted to the needs identified by LEA leaders and TK/K educators 		
<i>Progress Update 1: Date: 2/12/2026</i>	<ul style="list-style-type: none"> ○ SELPA funded and arranged 504 Law Best Practices for over 50 Napa County General Educators & Administrators ○ Have meet with NVUSD Assistant Superintendents about possible ideas for PD for transitional kindergarten & kindergarten teachers for 2026 ○ Discussed “Leadership Academy” ideas that will include sessions on special education responsibilities and roles for district principals for Summer 2026 ○ Need more access to general education leadership and connections for true movement in this area 		
<i>Progress Update 2: Date: 3/12/2026</i>	<ul style="list-style-type: none"> ○ Meet with NVUSD Assistant Superintendent to discuss “Leadership Academy” to support the new site leadership within NVUSD ○ Provided “Beyond the Basic’s Behavior Training” on March 6th NVUSD staff PD day for ECSE and Special Education TK Teachers 		
<i>Annual Progress Review: Date:</i>	Met Goal	Progress Toward Meeting Goal	Did Not Meet Goal
<i>Priority 1 Annual Summary</i>			
<i>Annual Progress Commendations:</i>			

<i>Annual Progress Recommendations:</i>				
SEB Annual Priority #2	To create a visible and consistent presence for member districts, providers and parents by increasing opportunities for interaction and information.			
SELPA Director Goal # 4	Establish a regular meeting calendar with all individual LEA districts that supports consistent collaboration and planning.			
<i>Success Indicators:</i>	<ul style="list-style-type: none"> • Develop a monthly calendar with all LEAs to ensure contact with directors, and staff, as requested • Complete site visits to special education programs throughout the county • Collaborate with providers on select projects such as handbooks, policies & procedures 			
<i>Progress Update 1:</i> <i>Date: 2/12/2026</i>	<ul style="list-style-type: none"> ○ Have scheduled site visits to 7 programs throughout the county to visit staff and see programs directly ○ Have had ongoing meetings with LEA leadership across multiple formats and occasions- individually and as a group ○ Working on revising eligibility guidelines with a group of psychologists 			
<i>Progress Update 2:</i> <i>Date:</i>	<ul style="list-style-type: none"> ○ Have completed all NVUSD site visits as scheduled ○ Met with SHUSD admin and team on regular basis ○ Attended NVUSD Special Education Meetings ○ Have scheduled site visits to small LEAS for Spring 2026 			
<i>Annual Progress Review:</i> <i>Date:</i>	<table border="1"> <tr> <td>Met Goal</td> <td>Progress Toward Meeting Goal</td> <td>Did Not Meet Goal</td> </tr> </table>	Met Goal	Progress Toward Meeting Goal	Did Not Meet Goal
Met Goal	Progress Toward Meeting Goal	Did Not Meet Goal		
SELPA Director Goal #	<i>Develop a SELPA online presence for the purpose of providing additional information to parents and providers.</i>			
<i>Success Indicators:</i>	<ul style="list-style-type: none"> • Create a “Parent’s Corner” on the SELPA website for parents to have up to date information 			

	<ul style="list-style-type: none"> • Create a SELPA social media account to regularly share trainings and parent activities throughout the county • Partner with Parents Can to create content that is helpful and meaningful to parents 			
<i>Progress Update 1:</i> <i>Date: 2/12/2026</i>	<ul style="list-style-type: none"> ○ Have begun the process of developing an independent SELPA website (www.napacountyselpa.org) <ul style="list-style-type: none"> ○ Have purchased domain name and hosting capabilities and begun working on content ○ Once website is operational, we will share information via website and social media ○ Revision of Napa County SELPA Parents Handbook is underway 			
<i>Progress Update 2:</i> <i>Date: 3/12/2026</i>	<ul style="list-style-type: none"> ○ Continued website work as a SELPA team, with a target to have it launched by July 2026. ○ Have had several planning sessions with ParentsCAN around 2026 Parents Education Conference for Fall 2026 			
<i>Annual Progress Review:</i> <i>Date:</i>	<table border="1"> <tr> <td>Met Goal</td> <td>Progress Toward Meeting Goal</td> <td>Did Not Meet Goal</td> </tr> </table>	Met Goal	Progress Toward Meeting Goal	Did Not Meet Goal
Met Goal	Progress Toward Meeting Goal	Did Not Meet Goal		
<i>Priority 2 Annual Summary</i>				
<i>Annual Progress Commendations:</i>				
<i>Annual Progress Recommendations:</i>				

SEB Annual Priority #3:	With the use of data, and best practices, help member LEAs develop plans for targeted improvement in the provision of their special education services.
<i>SELPA Director Goal #</i>	If requested, work with member districts, on identifying a problem of practice or inquiry cycle around a special education concern within their district.
<i>Success Indicators:</i>	<ul style="list-style-type: none"> • Provide in-depth data to districts to help uncover patterns and potential areas of concern • Work with districts to set up a regular schedule of inquiry and problem solving by identifying the correct team members, identify

	<p>an area to work on, provide guidance and resources and monitor implementation</p> <ul style="list-style-type: none"> ● Follow implementation plans to determine success and make adjustments as needed (year 2-3) ● Examples could include: Tier 1 & 2 interventions for academic and behavioral needs and over identification of certain student populations within special education 		
<p><i>Progress Update 1:</i> <i>Date: 2/12/2026</i></p>	<ul style="list-style-type: none"> ○ Have provided in-depth special education data to districts based on year over year trends (October 2025) with detailed areas of potential concern ○ Worked with special education leadership to develop ideas for areas of inquiry ○ Have done further data analysis for CJUSD on potential area of concern: SLD Eligibility ○ Have provided professional development options for districts based on needs identified so far, for example: ED vs ASD Eligibility training, training for the pre-referral process for English Language Learners ○ Upon release of the annual determination letters, will provide a roadmap for each LEA based on their data and monitoring level in support of their compliance and improvement plans (February 2026) ○ Will be providing training to SHUSD administrators on Effective IEP Facilitation as a request to an identified need. 		
<p><i>Progress Update 2:</i> <i>Date</i> <i>3/12/2026</i></p>	<ul style="list-style-type: none"> ○ Have created individual district road maps for the 2026 CIM Cycle to support them through the Compliance & Monitoring Activities that are due in July, October & November 2027 ○ Have begun the development of the SELPA local plan, which is due to be submitted by 6/30/2026. 		
<p><i>Annual Progress Review:</i> <i>Date:</i></p>	Met Goal	Progress Toward Meeting Goal	Did Not Meet Goal
<p><i>Priority 3 Annual Summary</i></p>			
<p><i>Annual Progress Commendations:</i></p>			
<p><i>Annual Progress Recommendations:</i></p>			

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SELPA Director Overall Performance

Director:

Overall Performance			
Exceeded Expectations	Met Expectations	Progress Toward Meeting Expectations	Did Not Meet Expectations
Overall Performance Commendations			
Overall Performance Recommendations			

Director Feedback	
Signature/Date	

SELPA Executive Board

 Napa Valley Unified School District
 Dr. Rosanna Mucetti, Superintendent

 Calistoga Joint Unified School District
 Dr. Audra Pittman, Superintendent

 Napa County Office of Education
 Joshus Schultz, Superintendent of Schools

 Howell Mountain Elementary School District
 Joshua Munoz, Superintendent/Principal

St. Helena Unified School District
Jodi McClay, Superintendent

Pope Valley Union Elementary School District
Kim Kern, Superintendent/Principal